



HEEPF

Quarterly Progress Report

(January 1, 2007- March 31, 2007)

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April 1, 2007

ARAB REPUBLIC OF EGYPT

HIGHER EDUCATION ENHANCEMENT PROJECT (HEEP)

2002-2007

Loan No. 4658 EGT

HIGHER EDUCATION ENHANCEMENT PROJECT FUND (HEEPF)



HEEPF QUARTERLY PROGRESS REPORT Q1: 1 JANUARY – 31 MARCH 2007

Prepared by: Prof. Dr. Salah El-Din M. Fahmy Taher,
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Date: April 1, 2007

Abbreviations and Acronyms

BOT	Board of Trustees
ETCP	Egyptian Technical Colleges Project
EUN	Egyptian Universities Network
FfEE	Fund for Enhancing Education
FLDP	Faculty Leadership Development Project
FMR	Financial Monitoring Reports
FOE	Faculty of Education
FOEP	Faculty of Education Project
HE	Higher Education
HEEP	Higher Education Enhancement Project
HEEPF	Higher Education Enhancement Project Fund
HEIs	Higher Education Institutions
HMS	Hospitals Management System
IA	Impact Assessment
ICT	Information and Communication Technology
ICTP	Information and Communication Technology Project
IT	Information Technology
MIS	Management Information System
MOHE	Ministry of Higher Education
M&E	Monitoring and Evaluation
NQAAA	National Quality Assurance and Accreditation Agency
PMU	Project Management Unit
QAAP	Quality Assurance and Accreditation Project
RFP	Request For Proposals
SCTC	Supreme Council of Technical Colleges
SCU	Supreme Council of Universities
TC	Technical College
UPMU	University Project Management Unit

1. INTRODUCTION

Higher Education Enhancement Project Fund (HEEPF) is a mechanism within the national higher education enhancement strategic plan (HEEP). HEEPF is part of the loan agreement ,loan number 4658 EGT, dated April 2002, between the ARE and IBRD to support and Finance priority areas of the strategic plan of the higher Education Enhancement Project HEEP. The amount of the loan allocated for HEEPF Grants equal to 12,000,000 USD that was increased to 13,000,000 USD. HEEP board decided in the 73rd meeting held on Feb.21, 07 to continue funding projects surpassing HEEPF budget limit without any unwarranted delay according to contractual obligations for projects in the universities.

2. HEEPF MAIN & SPECIFIC OBJECTIVES

The main objective of HEEPF is to enhance QUALITY, RELEVANCE & EFFICIENCY in Higher Education through establishing a sustainable competitive mechanism among Egyptian universities and Technical Colleges (TCs).

This objective can be achieved through the following specific objectives:

- Creating a competitive environment that would enhance and improve H.E. Institutions (departments/faculties/institutions and universities).
- Encouraging the bottom–up, autonomous and decentralized approach (self-improving mechanism) for sustainable quality learning improvement.
- Improving capabilities of institutions and academic communities to upgrade and consider modern scientific fields of specialization, interdisciplinary, multidisciplinary and innovative topics.
- Strengthening collaboration and integration between HE Institutions and the community/industry.
- Enhancing the inter/intra-management and administration information systems in the H.E. Institutions.
- Optimizing the use and increasing the availability of common knowledge resources and lab facilities & infrastructure.
- Empowering faculty members at public universities and HEIs to acquire basic skills needed for managing and implementing reform plans.
- Cooperate with other HE enhancing projects through HEEP and other funded projects to implement the national strategic plan.

3. HEEPF APPROVED IMPLEMENTATION PLAN

The approved implementation plan for HEEPF includes the following main activities:

- Preparation of Basic HEEPF Documentation.
- Awareness Building& Dissemination of Information.
- Needs Assessment Studies and redefinition of priorities for application.
- Five Rounds of Request For Proposals RFP each contains:
 - General& Specific Workshops and Seminars.
 - RFP Preparation& Submission.
 - Peer Reviewers Activities.
 - Selection, Awarding and Grants Contracting.
- Implementation Phase of the Funded Projects
- HEEPF Management, Monitoring and Evaluation Reports.
- Quality Control& Monitoring of the funded Projects.
- Evaluation& Impact Assessments for the Funded Projects.
- Trends Assessments & Tracer Studies and HEEPF Conferences.

4. GENERAL PROGRESS ACCORDING TO HEEP OBJECTIVES

4.1 HEEP OBJECTIVE 1: IMPROVE EFFICIENCY THROUGH THE REFORM OF GOVERNANCE AND MANAGEMENT

Establishing a Higher Education Enhancement Project Fund (HEEPF)

HEEPF Objectives	Output/Outcome	Indicators	
Create a competitive environment to improve and enhance Higher Education Institutes	<ul style="list-style-type: none"> • 563 proposals have been submitted over 4 Cycles where 158 projects were selected for fund in Egyptian universities are funded. (41 in the 1st , 36 in the 2nd, 36 in the 3rd and 45 in the 4th cycle). • Contractual budget for the funded projects =13.884.096 US\$ • 83 projects have been successfully submitted. 	HE Institutions participated in the HEEPf projects	17 universities, 5 T/C & MOHE.
		Faculties participated in the HEEPf projects	90
		Direct beneficiaries	121722 undergraduate students and 100915 other categories
		Indirect beneficiaries	89899 undergraduate students and 209747 other categories
		Faculty members participated in the HEEPf Projects.	3540
		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 electronic courses
		Knowledge resources	7
		IT projects	16
		MIS, HMS & Database	9
Quality assurance systems	15		
Management and reform of higher education institutes.	9		
Increase collaboration with the community	Establishment of relations with the community	Specialized/interdisciplinary centers have been incorporated with HEEPf projects.	59
		Cooperation protocols with community organizations have been signed and activated.	39

		Specialized units for sustainability purposes	64
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4.2 HEEP OBJECTIVE 2: IMPROVE THE QUALITY AND RELEVANCE OF UNIVERSITY EDUCATION

Training for Faculty and Staff

HEEPF Objectives	Output/outcome	Indicators
Improve capabilities of academic communities	Trained staff members within the Higher Education Environment to prepare and submit project proposals.	<ul style="list-style-type: none"> • 563 proposals have been already submitted for evaluation.
	Trained teams to direct and manage the 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 projects. • Conducting 6 Financial workshops. 260 Staff members and accountants trained on the preparation of HEEPf financial report. • All 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 & Online workshops. 64 attended 2 specialized & Online 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 resources planning. • 2 database for educational resources.
	Highly professional HEEPf Staff.	<ul style="list-style-type: none"> • Several M&E training meetings. • Training on Total Quality Management (TQM) among 25 staff members. • Training secretaries, administrative staff and accountants on ICDL modules.

5. IMPLEMENTATION PROCESS
5.1. MANAGEMENT OF HEEPF ACTIVITIES

Output/Outcome	Indicators
RFP and Evaluation	<ul style="list-style-type: none"> • 4 cycles have been considered. • 563 proposals were evaluated.
Contracting	<ul style="list-style-type: none"> • 158 contracts have been signed and started implementation. • HEEP Impact Assessment contract has been signed. • Extension of one distinguished project has been approved.
Establishing HEEPF M&E System (refer to Table 1 and Figures 1-3)	<ul style="list-style-type: none"> • Revising M&E guidelines and issuing an updated manual (5th edition Aug. 2006). • 291 site visit to HEEPF funded projects • 129 Meetings with project management teams. • 827 project progress reports have been revised. • 59 projects have been approved for extension (2-9 Ms) • 8 projects have changed management teams due to particular management threats. • 117 projects have successfully been terminated.
Establishing HEEPF IT system	<ul style="list-style-type: none"> • HEEPF Website (refer to Dissemination Section) • HEEPF Accounting system • HEEPF Database system • Managing electronic documentation system, Jupiter

Table 1 Site Visits and meeting with individual project teams

Visit/meeting	Cycle (A)	Cycle (B)	Cycle (C)	Cycle (D)
No. of site visits	77	71	84	59
No. of meetings (coordination, invitations, etc.)	40	35	30	24
Total	117	106	114	83

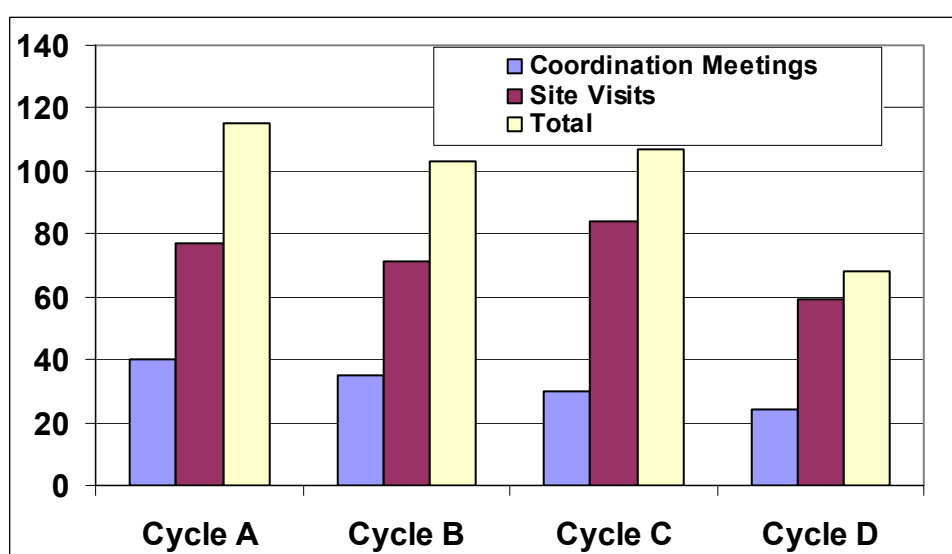


Fig. 1 Number of projects' site visits and coordination meetings for each cycle

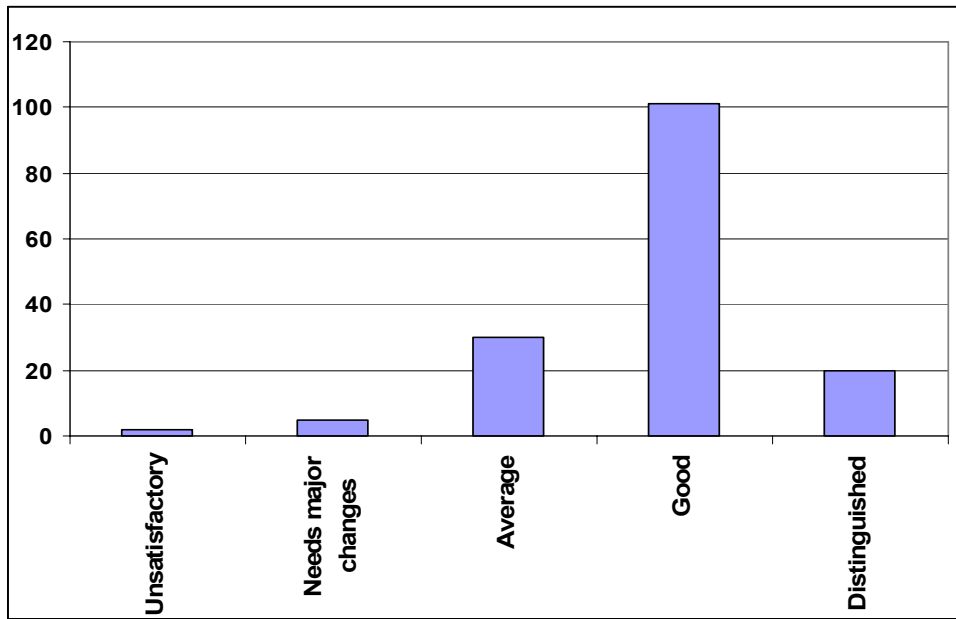


Fig. 2 Performance appraisal of on-going projects

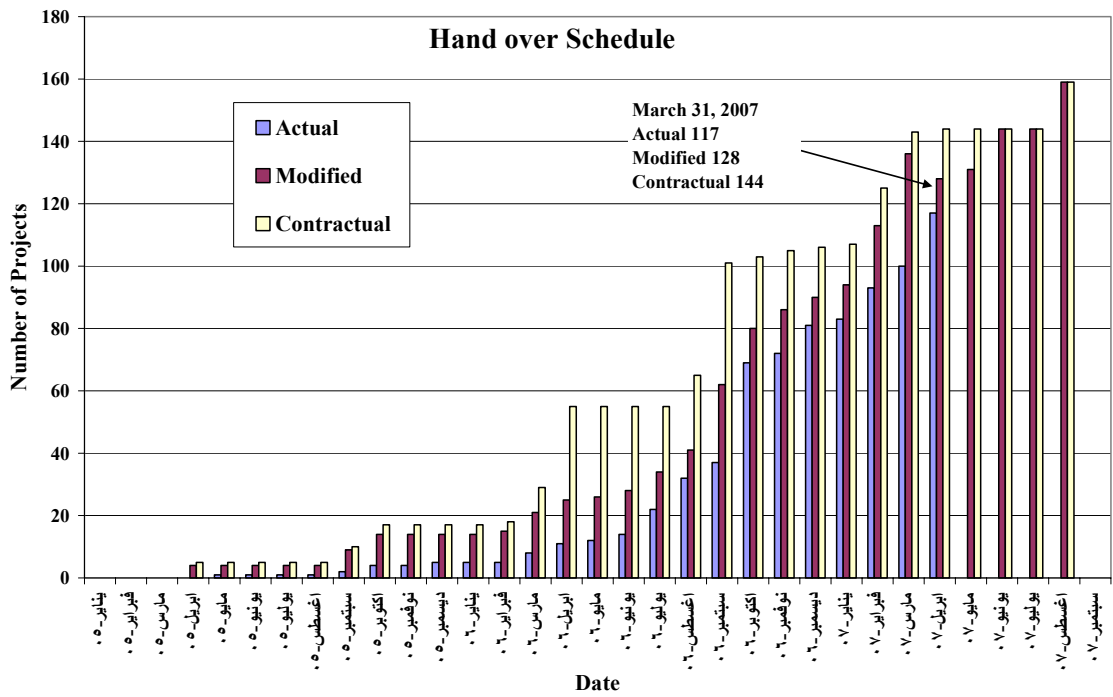


Fig. 3 Comparison of the number of projects: actual close-out versus the contractual and the modified due to extensions

5.2. DISSEMINATION

Outputs/Outcomes	Indicators
Awareness	<ul style="list-style-type: none"> • Conducting Awareness Workshops in the Universities and Technical Colleges. • Brochure for HEEPF activities. • 117 handing-over conferences in universities.
HEEPF RFP documents	Four versions of: <ul style="list-style-type: none"> • Applicants' Guidelines. • Application forms (Arabic & English Versions). • Operation Manual (Arabic & English Versions).
HEEPF M&E system	<ul style="list-style-type: none"> • Four versions of: <ul style="list-style-type: none"> ○ M&E guidelines. ○ Periodical reporting forms. • Hand-over process. • Sustainability monitoring mechanism. • Procurement and accounting guidelines.
Funded projects data	<ul style="list-style-type: none"> • Preparing 4 booklets containing summaries of HEEPF funded projects of the 4 cycles. • Training of 1155 on Project management, financial issues and e-learning.
Website: www.heepf.org.eg . www.heepf.edu.eg	<ul style="list-style-type: none"> • Constructing and activating HEEPF Website and database for HEEPF projects. • 445 registered users on the website & updating is continuous. • Subscription on statistical analysis web service on site entries. • Arabic section has been constructed. • 132126 visitors to the site have been recorded by the end of March 2007.
Compact disks (guide for applicants).	Preparing CDs for: <ul style="list-style-type: none"> • Guide for applicants. • Summaries of HEEPF funded projects. • Workshops materials. • HEEPF projects achievements. • HEEPF events.
Participation in conferences	Keynote speaker in the Higher Education Enhancement Conference organized by HEEP, National Research Center and the Association of Egyptian American Scholars (AEAS) on Dec. 26, 2006
Conducting HEEPF Mid-term Conference*	HEEPF Mid term Conference has been held in Al Azhar Convention Ceter on March 20, 07.
HEEPF Publications	<ul style="list-style-type: none"> • Evaluation of HEEPF Phase I and Future Prospectives-Phase I Documentation (in Arabic) • HEEPF Performance Appraisal by Egyptian Universities -4 Parts (in Arabic) • HEEPF Specialized Booklet Series - 9 Parts (in

	<p>Arabic)..</p> <ul style="list-style-type: none"> • Summaries of the HEEPF Funded Projects (in English/Arabic). • HEEPF Brochures (1 in Arabic and 2 in English)
<p>Press and media comments on HEEPF Mid-term conference which was held at Al-Azhar conference center on Tuesday Mar.20, 2007.</p>	<p>Selective items have been uploaded to HEEPF website.</p>

* Annex 1 provides a report on the conference.

5.3. QUALITY CONTROL AND PERFORMANCE APPRAISAL

Outputs/Outcomes	Indicators
Self Assessment using "Common Assessment Framework, CaF" according to Total quality management rules.	<ul style="list-style-type: none"> • SWOT analysis is prepared. • Action plan is formulated
Evaluation by projects and stakeholders	All the projects and the stakeholders submitted questionnaire to HEEPF and the Statistical analysis is performed
Evaluation by Universities	The 17 Universities and the Technical Colleges and the MOHE submitted their evaluation on the HEEPF funded projects
Evaluation by Supreme Council of Universities	The HEEPF is evaluated by Prof. Galal M. Said, President of Fayoum University, on behalf of the Supreme Council of Universities
Third party evaluation	The Association of Egyptian American Scholars (AEAS) submitted evaluation report as an external evaluator of HEEPF performance and the associated funded projects.
World Bank supervision missions	8 World Bank supervision missions have been conducted and Aide memoirs have been submitted
External IT consultants	<ul style="list-style-type: none"> • Evaluation of HEEPF website is carried out and updates are continuously made. • Refinement of HEEPF data base system is under execution. • HEEPF accounting system is updated to incorporate graphical presentation of the data.
Questionnaires and discussions through the HEEPF Mid-term Conference	<ul style="list-style-type: none"> • Questionnaires have been collected and analyzed through the HEEPF Mid-term Conference held on March 20, 07.

5.4. INTEGRATION AND COORDINATION

The Integration & Coordination System was initiated, activated and followed up to achieve one of the main goals of the HEEPF, the collaboration between funded projects with similarities within the fields of specialization (Horizontal Integration) and among projects within the same university or educational institution (Vertical Integration). Collaboration between projects aims towards extending the benefits and the positive impact of these projects to a wider audience and broaden the scope of enhancement within HEIs. Collaboration has many targeted objectives to:

- 1- Disseminate awareness of other projects goals, activities and outcome.
- 2- Effectively transfer knowledge and experience among projects, disciplines and universities.
- 3- Increase the scope and number of possible beneficiaries.
- 4- Help strengthen the ties and exchange possible mutual benefits between different projects.
- 5- Build up bridges of interaction that would ensure better sustainability of the projects after they phase out.

For this purpose, the following activities have been carried out:

- Holding 6 preparation meetings.
- Conducting 4 workshops divided into 14 Sub-groups workshops for 4 sectors (Science, Agriculture/ veterinary medicine, medical sciences, Engineering).

Follow-up action plans cited in Integration/coordination reports of each group.

Output/Outcome	Indicators
Integration and Coordination	<ul style="list-style-type: none"> • Awareness about projects in different disciplines. • Exchange of Experience and Outcomes benefit maximization. • Presentation and Evaluation of Integration/Coordination .experience and action plans for projects within Faculties and in different disciplines. • Partial involvement of Educational Sector Committees in Evaluation and Sustainability of higher education enhancement projects through the 4 specialized workshops. • Holding "Infection Control" workshop at Tanta University in Nov., 2006. • Exhibitions of 17 Universities and Technical Colleges was organized in the HEEPF Mid-term Conference held on March 20, 07. Integration among HEEPF funded Projects within each university was an indicator of impact. • Coordination of HEEP projects and the PMU was witnessed through the fair that has been held besides HEEPF mid-term conference.

5.5. IMPACT ASSESSMENT STUDY

A Pilot impact assessment study was carried out by a group of experts and implemented at Zagazig University through support from HEEPF in the form of provision of information and data needed about funded projects. The impact assessment study aimed at achieving the following objectives:

- Carry out an important integral part of HEEPF approved implementation plan.
- Provide a model that could be adopted for impact assessment at a wider scale, i.e. some or all of national enhancement projects.
- Get feedback about HEEPF performance and direct impact achieved at institutional level (university) through an external group of consultants.
- Enable universities to develop their own mechanisms for assessing impacts of enhancement activities (Top-down or Bottom-up).

Outputs/outcomes	Indicators
Contracting	TOR Completed
	Resources Allocation (Human & Material)
Holding 4 Monitoring and Evaluation Meetings	2 Monitoring and evaluation meetings are hold
Holding the 1 st Workshops.	1st Workshop was held in Nov., 27, 2006.
Holding the 2 nd Workshops.	2nd Workshop was held in Feb. 17 , 2007.
Reporting	3 progress reports along with the revised Conceptual Framework have been submitted.

Annex 2 provides the revised "Conceptual Framework" of the study after implementing amendments in view of the experts who attended the workshops; Directors university projects management units, HEEP projects directors and monitoring and evaluation team of the project.

5.6. FINANCIAL MANAGEMENT

The Financial Management Report (FMR) for the period up to March 31, 2007 is tabulated below.

Previous Expenditure	Expenditure this Quarter	Total Expenditure
11,112,904	764,154	11,877,058

The overall HEEPF expenditure in hard currency since the beginning of the project till the end of March 2007 is **USD** which is equivalent to **million LE**. This represents % of the allocated budget for HEEPF (13.0M USD). The expenditures are itemized in major categories as follows:

Category	Expenditure US\$	%
Installment To HEEPF Funded Projects.	11,320,425	95.31
HEEPF Operational cost	556,633	4.69
Total	11,877,058	100

N.B. In view the current residuals of projects, the total expenditures are about 87% of the modified planned budget at March 31, 07 (13,711,324 USD). The variance is attributable to the following reasons:

1. There is considerable remaining balance from the already handed-over projects.
2. Some projects have been approved to extend their contractual period and therefore expenditures are distributed along longer time interval.
3. Some entrepreneurial projects have been requested to ensure the co-financing from NGOs participating in their projects and therefore actual installments have been really added.
4. Some universities contributed to the projects additionally in cash rather than only in-kind co-financing. This has caused some savings in the overall expenditures from HEEPF installments.
5. Delay in disbursements within the projects due the ministerial decree to transfer all projects banks accounts to the central bank.

The following S-Curve, Fig. 4, illustrates the cumulative expenditure (transfers and actual funded projects' expenditure) as compared to planned cumulative budget. Fig. 5 illustrates the analysis of the expenditures as reported in the projects financial statements.

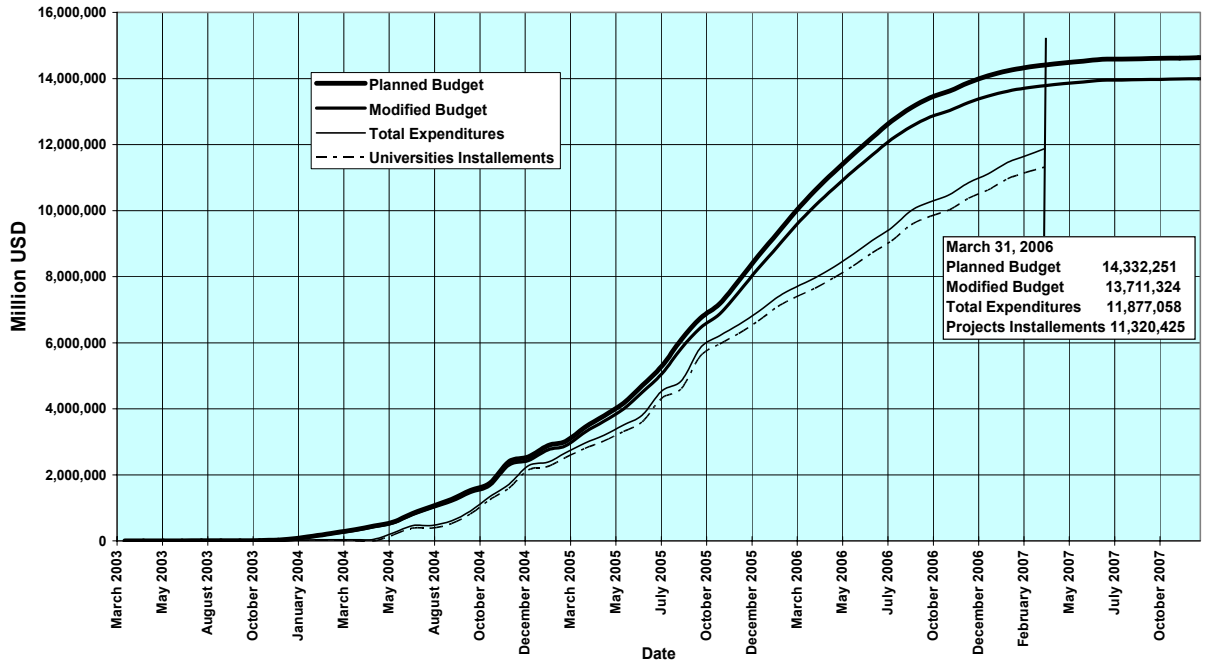


Fig. 4 Progress of HEEPF disbursement with time

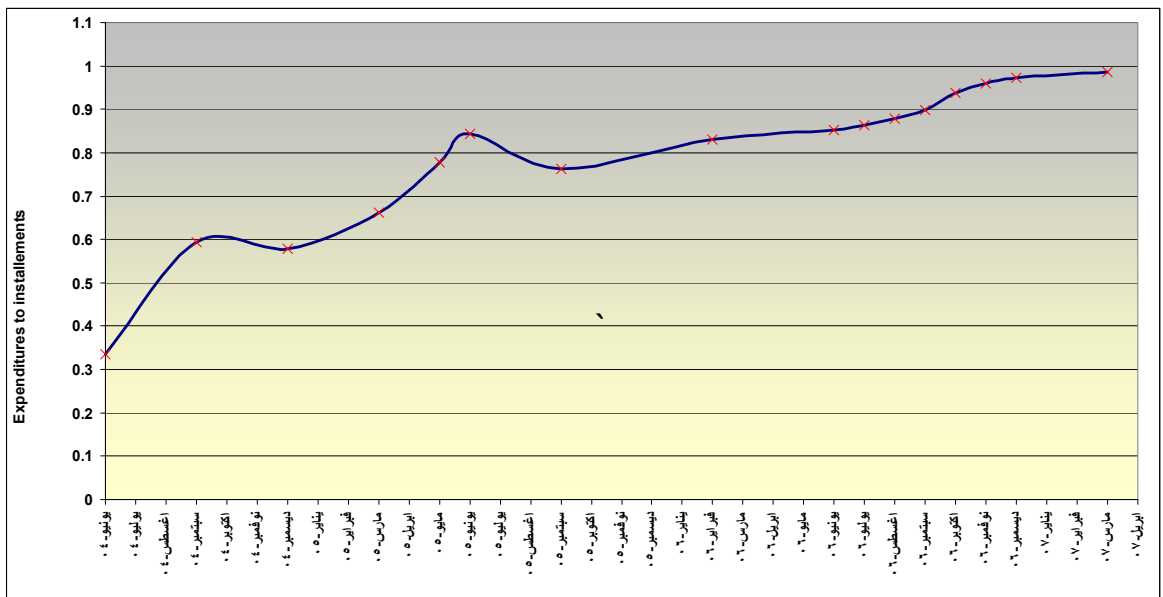


Fig. 5 Ratio of the expenditures to the transferred installments to projects

6. RESPONSE TO AIDE MEMOIR OF THE WORLD BANK MISSION, 17-26 SEPT 2006

The status of the previously agreed critical actions from last mission aide memoir is as follows:

Action	Responsibility	Target Date	Status to-Date
Secure funding for an additional round of HEEPF projects	MOHE	Dec. 31, 2006	HEEPF prepared a proposal for an additional round. The PMU director forwarded a letter to HE Minister of Higher Education to take the appropriate action.
Complete 110 projects and hand over to HEEPF central unit for final project payments to be made	HEEPF	Mar. 31, 2006	The number of hand-over projects is currently 117. This number represents 74% of the overall number of accepted projects for funding. The progress of handing-over process is thus reasonable

7. ACTION PLAN FOR THE NEXT SIX MONTHS (APRIL 1, 07 TO SEPTEMBER 30, 07)

- Close out the rest of the projects by the end of Dec. 2007.
- Follow-up sustainability plans of completed projects.
- Disburse funds to on-going projects promptly and without unwarranted delays.
- Monitor and evaluate all on-going HEEPF projects.
- Follow-up of integration and coordination activities carried out among enhancement projects within same institution and among common sectors and fields of specialization.
- Complete the HEEP impact assessment study.
- Continue collecting baseline data, using input, process, output and outcome indicators pertaining to academic programs, faculty, students and institutions in order to identify changes in quality and relevance related to HEEPF projects.
- Finalize the draft of HEEPF second phase (strategic goals, process of implementation, evaluation and impact assessment, and potential sources of funding).
- Prepare for a new cycle in terms of awareness, announcement, training and request for proposal (RFP 5) in case of endorsing the required fund to complete HEEPF 1st phase.
- Commence activities within Al-Azhar University to provide sufficient dissemination and increase awareness about competitive mechanism and build capacities to prepare appropriate projects proposals.
- Provision of HEEPF quarterly progress report (July 07).

8. EXPECTED RISKS

The main problems that have been encountered through the pervious period include the following:

1. HEEP board decided in the 73rd meeting held on Feb.21, 07 to continue funding projects surpassing HEEPF budget limit without any unwarranted delay according to contractual obligations for projects in the universities. However, approval of annotated parties for HEEPF fund re-allocation should be obtained.
2. The handover of some projects may be postponed beyond July 31, 07 due to the uncontrollable delay caused by transferring projects' bank accounts to the Central Bank.

ANNEX (1)

**REPORT ON
HEEPF MID-TERM CONFERENCE
ENTITLED
"EVALUATION OF PHASE I AND FUTURE PROSPECTIVES"
AL-AZHAR CONFERENCE CENTER-NASER CITY
TUESDAY MARCH 20, 2007**

Executive Summary HEEPF Mid-Term Conference

Date: March 20, 2007

Location: Main Azhar Conference Center

Attendants =1570 (1100 staff member, 120 administrative staff and 350 students).

Participants: Public universities, MOHE, Cultural organizations such as DAAD, British Council and the French Centre as well as faculty members from private universities besides sponsors.

Sponsors: Al-Azhar University for hosting the conference and meals, TEDATA for providing the Internet Connection to the conference venue, EMS for the video-conference, British Council, Cisco and Academy of Scientific Research for the conference exhibition.

Activities:

1. **Sessions:** 4 sessions directed by 13 university presidents and vice-presidents and 22 presenter:
 - i. Opening Session: Quran Recitation, welcoming by the president of Al-Azhar University and speeches by MOHE advisor for strategic planning then HE MOHE.
 - ii. First Session: Appraisal of HEEPF Performance.
 - iii. Second Session: Samples of successful projects.
 - iv. Third Session: Future prospectives and wrap-up comments.Also live video-conference transmission from three projects at four sites was given.



2. **Exhibition:**
 - a. Number of Booths: 34 arranged on two floors.
 - b. Participants:
 - i. PMU, HEEPF, FOEP, QAAP, ETCP, ICTP, SPU, Tempus and FP7.
 - ii. 18 public universities (including Al-Azhar).
 - iii. Cultural Affairs and Mission Sector of the MOHE, Academy of Scientific Research.
 - iv. Sponsors.



Conference Recommendations:

- Necessity to allocate budget to launch the second phase of the enhancement projects.
- Provision of more involvement of the top management.
- Increase of the budget allocation for competitive projects.
- Importance to replicate success projects.
- Participation of the scientific sector committees in the evaluation of the projects to ensure approval of new programs without delay.

ANNEX (2)

**REPORT ON
HEEP IMPACT STUDY PROJECT-
CONCEPTUAL FRAMEWORK**

**HIGHER EDUCATION ENHANCEMENT
PROJECT (HEEP)
IMPACT ASSESSMENT THEORETICAL
FRAMEWORK**

DRAFT

By

Amal Ahmed El Badawy, Amany Mossa and Lamya El Said

2007

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BACKGROUND

To start, evaluation design should ideally take place alongside project design and development. Once a project has begun, many options for making the evaluation more rigorous are no longer available. The fact that initial thinking about evaluation often occurs during or after project implementation remains a serious, although not insurmountable, constraint to the quality of evaluations.

Clearly there are numerous constraints to conducting careful evaluations, and gold standard evaluations are rarely feasible. Yet despite the challenges, impact evaluation remains crucial for increasing our understanding of what types of interventions perform well in various contexts, to improve the effectiveness of development initiatives. (Social Development Papers, Community Driven Development Number 51/February 2004. CDD Impact Assessments Study: Optimizing Evaluation Design. Under Constraints Paul Wassenich and Katherine Whiteside)

Ravallion (2003) writes, “The art of good evaluation is to draw eclectically from the whole menu of methods to find the most cost-effective combination appropriate to each setting.” With that in mind, we argue that:

First, valuable knowledge can be gained from assessments at lower standards of proof than gold. Thus, research teams should strive to conduct the most robust evaluation possible given the constraints they face, adhering to basic evaluation principles.

Second, looking forward, we should aim to improve the quality and quantity of evaluation work overall, by mobilizing greater technical and financial resources for careful evaluation, incorporating evaluation planning into early stages of project design, and setting up a system for quality control. (CDD Impact Assessments Study: Optimizing Evaluation Design. Under Constraints Paul Wassenich and Katherine Whiteside 2004)

There are three fundamental components that can substantially improve any effort to assess program impacts:

1. Inclusion of comparison groups;
2. Collection of baseline data; and
3. Incorporation of mixed qualitative and quantitative methods.

- **Definition:**

For the purposes of the Methodological Framework for Project Evaluation, **impacts** are the intended or unintended changes as perceived at the time of the evaluation to which the organization's interventions have contributed.

Box 1.5: Example of project hypothesis and causation linkages

Source: Caldwell, R., 2002. *Project Design Handbook*, CARE International, Atlanta

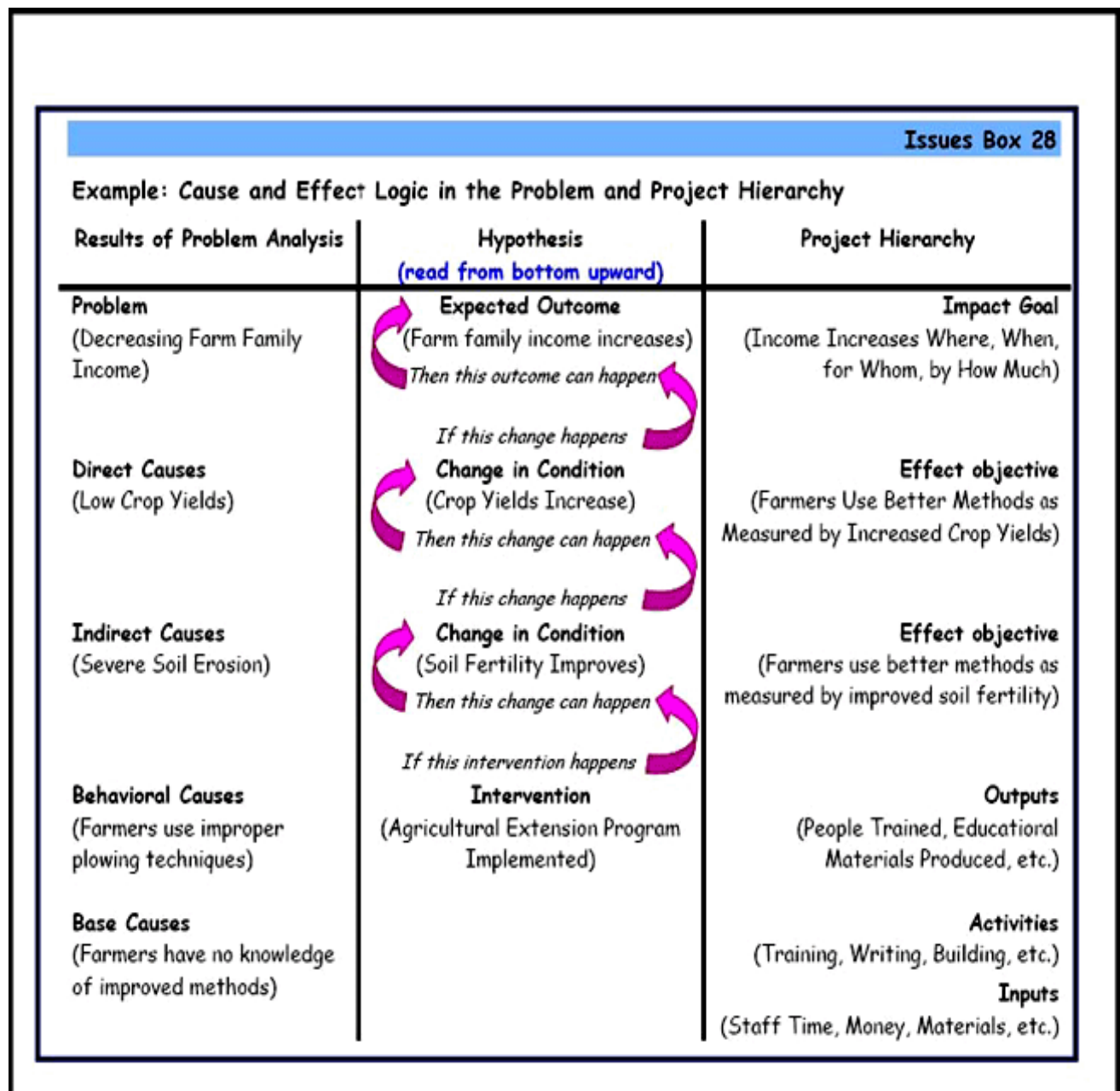
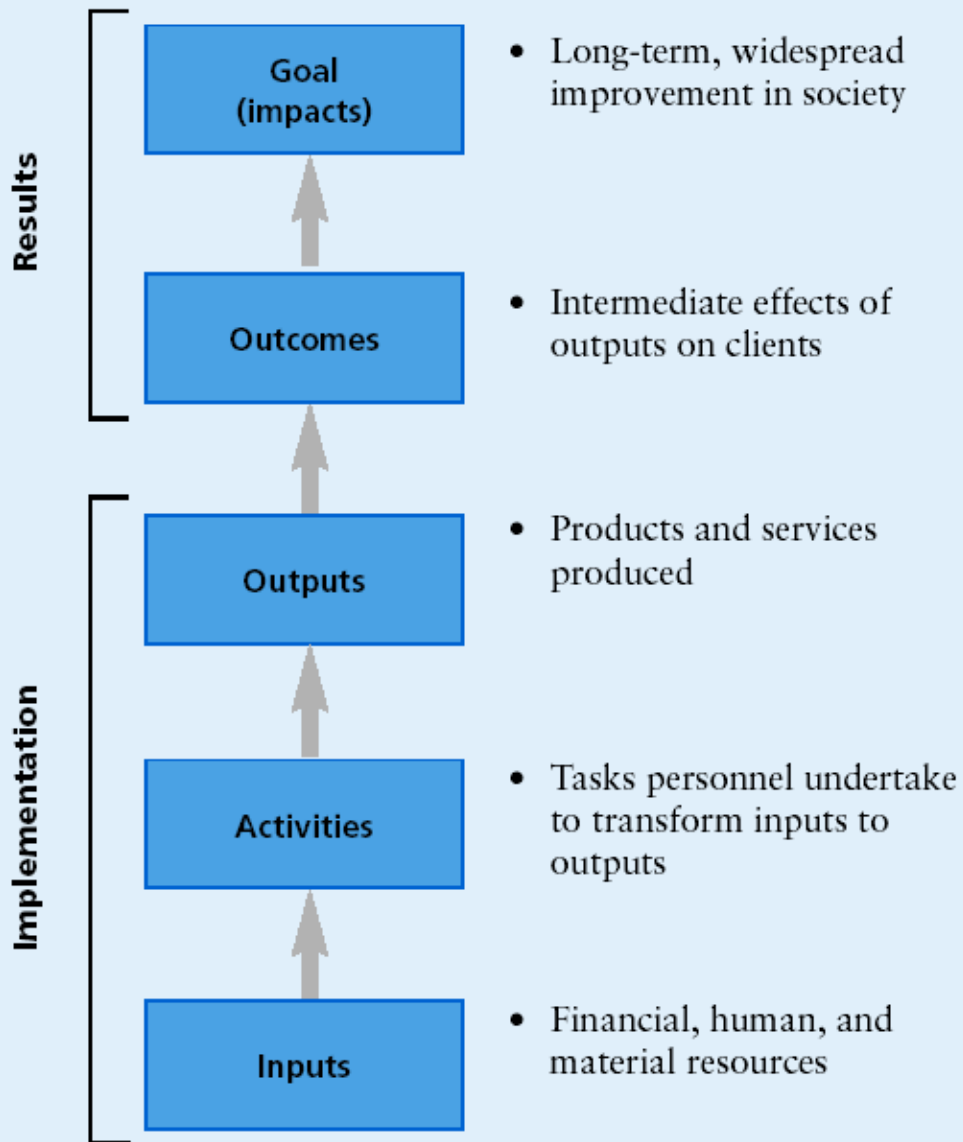


Figure 6.3
Results-Based Monitoring



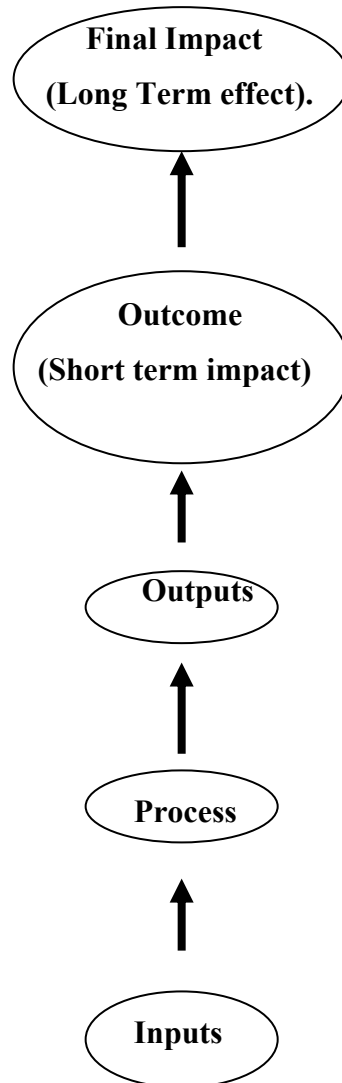
Source: Binnendijk 2000.

(Quoted from the ten steps to a results-based Monitoring and Evaluation System 2004)

OPERATIONAL DEFINITION

In order to plan our study, we need to set an operational definition that will help us to carry out our study within defined boundaries.

As was stated in the previous section, we can postulate that the design of any study will be as follows:



By the end of the outputs, the immediate effect of the project is achieved. However, following this we need to measure the short term and long term effect of the project. This created a big debate on what do we mean by outcome and impact. We will go beyond that, and consider the outcome as the **immediate impact** (effect) of the project and that the long term effect is the **final impact**.

In our work, the following will be considered:

- 1-The immediate result of the project, following the output, i.e. the **immediate or short term impact** will be the **outcome**.
- 2-The long term effect of the project will be the **final impact**.

To measure the long term effect, we need that the project has ended and that enough time has elapsed which is sufficient to reveal its final effect.

OBJECTIVES

The impact assessment study is designed to meet three clear objectives:

1. To develop a sustainable impact assessment system, including its tools, which can be **easily used, modified and/or institutionalized** as a routine assessment procedure to suite different educational/academic environments, and to produce comparable data.
2. To **assess the individual and collective impacts** of HEEP.
3. **To pinpoint problems/drawbacks** associated with the application of the impact assessment, and to recommend, the action/remedies needed to ensure sustainability and integrity of the impact assessments system to be developed.

METHODOLOGY

A-STUDY DESIGN:

Traditionally, the best study design to assess causation would be through **true experimental study**. The three basics characteristics of true experimental design are:

1. Randomization
2. Control group
3. Manipulation of an independent variable.

1-Randomization:

Randomization occurs at the sample selection phase or at the group assignment phase. It implies that subjects are assigned to the experimental group or control group randomly. This will enhance the probability that subjects in experimental and control group will be theoretically equivalent in all major independent variables and that any influence on one group affects the other group as well.

Randomization is a powerful technique that increases control and eliminates bias by neutralizing the effect of external factors on the outcome of a study. If randomization is not used, the study results are limited in the extent to which conclusions can be generalized to the population from which the sample was selected.

2-Control group:

The control group allows the investigator to see what the sample will be without the influence of the experimental condition or independent (explanatory) variables. A control group should theoretically remains the same relative to the independent variable since it has not had the chance of being exposed to the experimental

condition. In other words, the control group represents the characteristics of the experimental group before being subjected to the experimental condition.

3-Manipulations:

In true experimental design, the independent variable is applied to the experiment group and not to the control group. Manipulation is the ability to provide and withhold the independent variable to the experimental and control group respectively. True experimental study theoretically control for each of the major threats to internal validity such as: history, testing, instrumentation, maturation, regression, mortality and interactive effects. Internal validity allows the investigator to state that the outcomes are the consequence of the relationship between the independent variables and dependent variable and not due to extraneous factors.

1-Although true experimental studies have been upheld as the ideal or prototype in research, yet there are many reasons why it is not always possible to use such design. In the case of HEEP impact assessment the main reason for inability to use true experimental design is the lack of randomization; the beneficiaries from projects are somewhat self-selected.

2- In quasi-experimental study we have two of the three experimental elements: control group and manipulation. The key to effective use of quasi-experimental designs that, if we want to make causal claims, we will have to acknowledge the alternative explanation for these claims and state the design limitations. Most likely we will be able to explain the comparative changes in the study groups, but we will not be able to attribute that the changes are caused by the HEEP projects solely. Therefore, our design for HEEP impact assessment will be a **cohort prospective study**; therefore, we need to carry out the following:

1-Define our population who is formed of: staff, students and graduates, thus we will have three **cohorts**. Repeated measurement over time will allow identification of changes that can be attributed to projects' effect.

2- Among each cohort we will differentiate between **beneficiaries** who were participating in each of the HEEP projects components and **non-beneficiaries** who did not participate in any of these projects.

Thus, we will have:

1-An exposed group: beneficiaries to each component

2-A non-exposed group: non- beneficiaries who is as much as possible comparable to the experimental one.

Because of this design, we can claim that we will be able to control for most of the internal validity threats and if we get statistically significant difference, we can indicate with some level of confidence that these differences might be attributed to HEEP projects.

Nevertheless, another element that is missing and can affect our study design is the lack of base line data that will not allow us to measure pre and post status.

- In implementation of HEEP impact assessment we are faced by the following:

1-In HEEPF, QAAP and FLDP: there is no base line data in some of its impact; therefore some of the indicators will be able to compare pre and post situation while others will only reveal the actual situation. Further measurements over time can reveal changes, but it has to be interpreted with caution as others extraneous factors might play a role.

2-In ICTP, FOEP an ETCP: a great part of the impact assessment can be considered to be a base line data, as the implementation of these projects are introducing new technology and concepts that were not present before hand.

❖ **Constrains and Limitations:**

1-Fundamentally, isolating the impact of any intervention on beneficiaries is difficult because it involves accurately estimating the counterfactual state of participants, which is by definition unobservable.

2-Lack of base line data will affect the possibility of comparing pre and post status of participants.

3-Participating in some of the projects is obligatory by law as in FLDP, which created some hostile attitude that might affect the validity of participants' response.

B-DATA COLLECTION METHODS:

Data collection will include both quantitative and qualitative methods:

A-Qualitative Method:

- **In-depth semi-structured interview (one to one):** this was carried to get feedback and perspectives of higher administrators and some of the staff members. Data will be collected from the deans, vice deans, head of departments, some professors and some projects' manager of different HEEP components.
- **Focus Group:** to get feedback and perspectives of staff members and students. (beneficiaries and non-beneficiaries).

The qualitative methods of data collection will help to identify areas of interest and thus will be used to develop the questionnaires used for quantitative data collection; also it will throw some light on the attitude and perspectives of staff members and students.

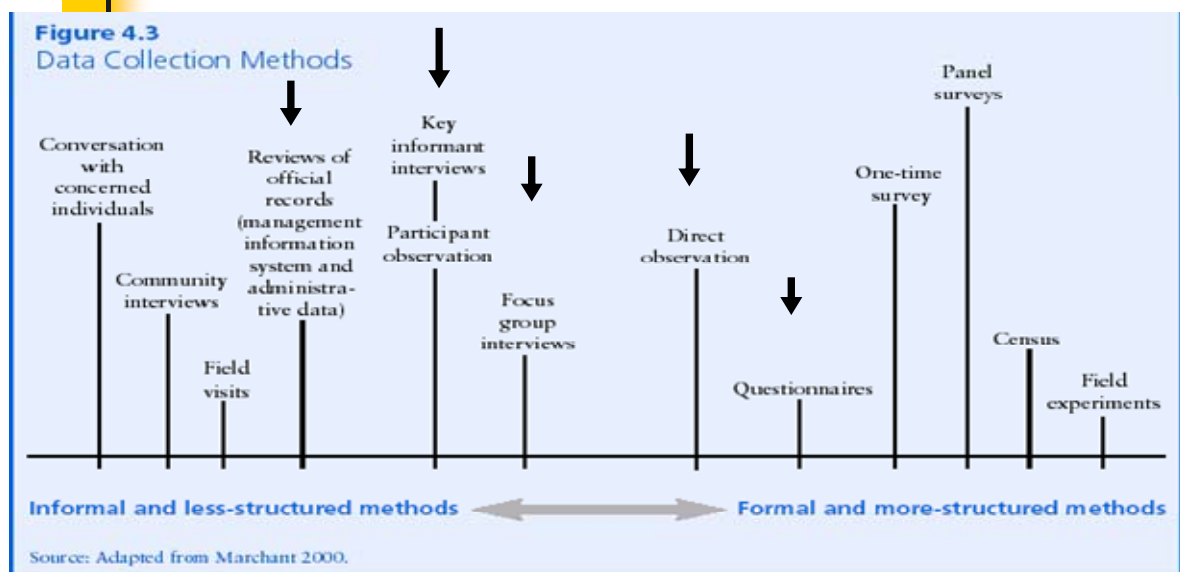
B-Quantitative Method:

It will include the following:

- Check lists: to collect data about change in infra structure that is attributed to HEEP, also to collect data about training courses that were developed, methods used to communications, methods of teaching used etc
- Documentation Review: to find out the change in the documentations that can be attributed to HEEP etc.
- Structure interview: collecting data on the different areas measuring the impact.

To Sum Up:

Methods for data collection



C-SAMPLE DESIGN:

1- Introduction.

The major objective of this survey design is to provide estimate with acceptable precision for key population indicators for the project as a whole and for the six major subprojects in each university. In addition the sample will be planned to allow for

separate estimates of key indicators for each project. The sample will include sufficient number of units to allow for subproject level estimates of major indicators.

To achieve the above objectives three stage probability sample was designed. The following is description of the sample design.

A description of the field Activities Involved in the Implementation of the sample design will be included in separate section.

2-Sample Frame:

The sample for the academic year will be selected in 3-stages. A list of colleges constitutes the primary sampling frame. Each University should update these lists, If they had been originally prepared for a pervious academic year to reflect the recent situation.

3- Sample Selection:

In order to provide for implicit colleges stratification the lists of all colleges in each group must be arranged.

The first stage selection of primary sampling units (PSU) will be specified. A list of the of the PSU selected during the first stage of the sampling will be provided, the second stage of selection involved several steps. First, for each of the PSU # of students, staff members, and so on must be provided and could be divided Into number of parts of roughly equal size.# of parts will be selected (To be specified (2Say) upon sample size) It could be helpful to work out a quick Count in The Selected Parts in Each PSU To provide the information Needed to divide the parts into a number of segments of roughly equal size, after The quick counts was completed . # of segments (Say2) could be selected from each PSU. in large colleges 2 parts and one segment could be chosen from each part. In small colleges one part could be selected and two segments from that part. if student staff members listing was obtained, a systematic sample could be chosen based on those who are eligible for the survey. [for example Each 3rd on the list], other wise use simple random sample.

4- Estimates Of Sampling Errors:

The estimates from a sample survey are affected by two types of errors. (1) non sampling errors, and (2) sampling errors, non sampling errors are the results of mistakes made in implementing Data Collection and Data Processing such as failure to locate and interview the correct sample unite, misunderstanding of the questions on the part of either the interviewer or the respondent and data entry errors. Although

numerous efforts always made during the implementation of the survey to minimize these type of error, Non sampling error are impossible to avoid and difficult to evaluate statistically. To cover for the part of the non sampling errors an extra 10 % of the sample size required will be added to cover for non respondents and mis-location of some sampling unites.

Sampling errors on the other hand can be evaluated statistically. The sample of respondents that will be selected in the survey is only one of many samples that could have been selected from the same population, using the same design and expected size. Each of these samples would yield results that differ some what from the results of the actual sample selected. Sampling errors are a measure of the variability between all possible samples. Although the degree of variability is not known exactly, it can be estimated from the survey results.

If the sample of survey respondents is a simple random sample, straight forward formulas for calculations of sampling errors using standard error (SE) for a particular statistic (Mean Percentage, etc) considered to be of primary interest. (SE = Square Root Of The Variance). The standard Error can be used to calculate confidence intervals within which the true value for the population can be assumed to fall, for example a 95% Confidence Limits (+2SE). Which mean for any given statistic calculated from a sample survey the value of that statistic will fall within a range of plus or minus two times the standard error of the statistic in 95 percent of all possible samples of identical size and design.

5-Determining Sample Size:

In order to determine the proper total sample size, we have to study the factors affecting that size, which are:

- a) Desired observed error $\xi = d = (\text{actual parameter} - \text{estimated parameter})$ as a measure for accuracy of the result sample value
- b) Statistical error required or level of significant (α) or equivalently confidence level ($1 - \alpha$)
- c) Variation in the population for characteristic under study, variance of the population as computed for the characteristic under study σ_x^2

Relationship Between the factors and the required sample size (n)

- a. as $\xi =$ error observed (accuracy) increases, sample size will decrease

- b. As confidence level (statistical accuracy) increases sample size will increase.
- c. Population Variance σ_x^2 , as population variance increase (variation between population units) sample size must increase.

So putting all 3 together, it can be shown that

$$n = \frac{\sigma^2 Z_{1-\alpha/2}^2}{d^2}$$

If we are studying proportion (%) then it is well known that V(population proportion) = $\Pi (1 - \Pi)$ and this value attained its maximum when $\Pi = 0.5$ and in this case $v(\Pi) = \frac{1}{4}$

so maximum sample size for any proportion and for any d and $1 - \alpha$ will be

$$n = \frac{Z_{1-\alpha/2}^2}{4d^2}$$

It is known that the values of Z(standard normal deviates) corresponding to $1-\alpha/2$ are

For $\alpha = 0.05$ $Z_{1-\alpha/2} = 2$

For $\alpha = 0.01$ $Z_{1-\alpha/2} = 3$

So:

- i) 95% confidence level estimators will require a maximum sample size of

$$n = \frac{4}{4d^2} = \frac{1}{d^2}$$

- ii) 99% confidence level estimators will require a maximum sample size of :

$$n = \frac{9}{4d^2}$$

Examples:

$\alpha = 0.05$, $n = \frac{1}{d^2}$		$\alpha = 0.01$, $n = \frac{9}{4d^2}$	
d = 0.1	10%	100	225
d=0.01	1%	10,000	22500

d=0.2	20%	25	60
d=0.02	2%	2500	5625
d=0.04	4%	625	2025

If population size N is known, and “ n” the required sample size needed to be reduced then we can use the formula

$$n_0 = \frac{\sigma^2 Z_{1-\alpha/2}^2}{d^2}$$

then $n_1 = \frac{n_0}{1 + \frac{n_0}{N}}$ reduce one more

$n_2 = \frac{n_1}{1 + \frac{n_1}{N}}$ and so on, until we reach the acceptable sample size. Note that final

sample size will be determined based on *self weighted probability sample* . Example for that will be illustrated later.

Self Weighted Sample Size Calculation

Sample Domain Group A Total	College Stratification Weight 1	Estimate Population of Students (00) 18360	Stratified Group Weight 0.65	Sub-domain Weight 0.65	Weight Relative To minim Sub-domain Weight 34.00	Self Weighting Sample 6120
College A ₁	0.25	4590		0.16	8.5	1530
College A ₂	0.56	9180		0.33	17.00	3060
College A ₃	0.25	4590		0.16	8.5	1530
Group B	1.00	7680	0.27	0.27	14.22	2560
B ₁	0.25	1920		0.07	3.56	640
B ₂	0.50	3840		0.14	7.11	1280
B ₃	0.25	1920		0.07	3.56	640
Group C	1	2160	0.08	0.08	4.00	720
C ₁	0.25	540		0.02	1.00	180
C ₂	0.50	1080		0.04	2.00	360
C ₃	0.25	540		0.02	1.00	180
University Total	1	28200	1	1		9400

D-FRAME WORK MATRIX:

**HIGHER EDUCATION ENHANCEMENT PROJECT FUND FRAME WORK MATRIX
HEEPF**

Goal (ultimate Objective)	Specific Objectives	Outcome	Indicators
<p>I-Create a competitive environment to improve and enhance Higher Education Institutes</p>	<p>1-Describe the competitive environment status at the level of the depart/ faculty/ institution/ university 2-Recognize the number and types of unmet needs of the depart/ faculty/ institution/ university 3-Determine the elements that reflect the improvement in the competitive environment of the depart/ faculty/ institution/ university</p>	<p>1-The number of funded projects has increased to meet unmet needs of the institution.</p>	<p>1.1-Number of proposals submitted to HEEPF over the four cycles 1.2-Proportion of successful proposals out of those submitted to HEEPF over the four cycles 1.3-Number of grants received by the faculty in the previous two years before start of HEEPF in comparison to those received by the faculty in the last three years. 1.4-Needs fulfilled by the funded projects compared to identifiable unmet needs. 1.5-Level of quality of HEEPF projects over the four cycle of HEEPF</p>

Goal (ultimate Objective)	Specific Objectives	Outcome	Indicators
II-Improve capabilities of academic communities	<p>1-Develop curriculum that fulfill recognized unmet needs</p> <p>2-Improve the quality of teaching, learning and evaluation to meet standard</p> <p>3-Train staff members to be able to carry out their educational duties efficiently.</p>	<p>1-Quality of curriculum has improved to meet unmet needs.</p> <p>2.1-Quality of used methods of teaching has improved to meet standards.</p> <p>2.2-Quality of evaluation has improved to meet standards.</p> <p>3-Staff teaching and learning capabilities have improved to meet standards</p>	<p>1.1-Number and percent of newly innovative modules due to HEEPF projects in comparison to others newly developed modules in same period of time.</p> <p>1.2-Number and percent of newly updated curriculum due to HEEPF projects in comparison to others newly developed modules in same period of time.</p> <p>2.1.Number and percent of new methods of teaching used in comparison to old methods of teaching before and after HEEPF</p> <p>2.2-Number and percent of new assessment techniques used in comparison to old methods before and after HEEPF</p> <p>3.1-Percent of staff using new methods of teaching among beneficiaries compared to non-beneficiaries.</p> <p>3.2-Percent of staff using new methods of assessment among beneficiaries</p>

			<p>compared to non-beneficiaries.</p> <p>3.3-Percent of staff using new methods of teaching among beneficiaries in the previous two years before HEEPF compared to that used after HEEPF implementation.</p> <p>3.4-Percent of staff using new methods of evaluation among beneficiaries in the previous two years before HEEPF compared to that used after HEEPF implementation.</p> <p>3.5-Level of staff satisfaction about students' performance among beneficiaries of HEEPF projects and non-beneficiaries.</p> <p>3.6-Level of students satisfaction about staff performance among beneficiaries of HEEPF projects and non-beneficiaries</p> <p>3.7-Level of staff satisfaction about staff-students relationship in department with HEEPF project and department without.</p> <p>3.8-Level of students' satisfaction about staff-students relationship in department with HEEPF project and department without.</p> <p>4.1-Percent of scientific papers that were accepted for publication/</p>
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	<p>4-Train staff members to be able to carry scientific research efficiently</p> <p>5-Improve the self-learning environment</p> <p>6-Develop plan for quality assurance and accreditation</p>	<p>4-Staff research capabilities in scientific research have improved to meet standards</p> <p>5-Self-Learning facilities are used by students' to meet their learning needs.</p> <p>6-Quality assurance and accreditation system are established</p>	<p>published in international journals among beneficiaries in the previous two years before HEEPF compared to that after HEEPF implementation.</p> <p>4.2-Percent of scientific papers that were accepted for publication/published in international/journals among beneficiaries and non-beneficiaries.</p> <p>5.1-Number and percent of students that are using computer lab, e-learning, internet facilities in the previous two years before HEEPF compared to that used after HEEPF implementation.</p> <p>5.2-Number and percent of students that are using computer lab, e-learning, internet facilities among beneficiaries and non-beneficiaries</p> <p>6.1-Number and percent of Faculties having clear mission, vision and objectives in the university</p> <p>6.2-Number and percent of staff in the faculty aware of the presence of vision, mission and objectives</p> <p>6.3-Number and percents of department having documents describing their resources</p>
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			<p>6.4- Number and percents of department having Course evaluation questionnaire</p> <p>6.5-Number and percent of department having ILOs for each program</p> <p>6.6- Number and percent of department having Course specification</p> <p>6.7- Number and percent of department having Methods of students assessment:</p> <ul style="list-style-type: none"> -Formative assessment -Summative assessment -Feedback from students <p>On program</p>
Goal (ultimate Objective)	Specific Objectives	Outcome	Indicators
III-Increase collaboration with the community	<p>1-Identify learning community needs</p> <p>2-Develop training modules addressing community needs</p>	<p>1-Community learning needs are incorporated in the faculty curriculum</p> <p>2.1-Post–graduates Training modules are fulfilling community needs</p>	<p>1-Percent of curriculum that is addressing community needs</p> <p>2.1-Number and percent of applied course in department with HEEPF projects and without HEEPF projects.</p> <p>2.2-Number and percent of vocational training – acquiring knowledge and skills applicable to specific job in</p>

		<p>2.2-Continuous self-learning has become part of the post graduates studies</p> <p>2.3-Training modules through distant learning are available.</p> <p>3-Conjoint training courses are available for different disciplines</p>	<p>department with HEEPF projects and without HEEPF projects.</p> <p>2.2.1-Number and percent of post-graduates students using self-learning facilities in department with HEEPF projects and without HEEPF projects.</p> <p>2.3.1-Number and percent of post-graduates students using distant-learning facilities in department with HEEPF projects and without HEEPF projects.</p> <p>3.1-Number and percent of post-graduates students attending conjoint courses in department with HEEPF projects and without HEEPF projects.</p>
	3-Develop conjoint training with the community		

**FACULTY OF EDUCATION PROJECT FRAME WORK MATRIX
FOEP**

Goal (ultimate objective)	Specific objectives	Outcome	Indicators
1-Create an enhancement scientific environment	1-Establish infrastructure that meets faculty of education needs	1-The faculty of education infrastructure has fulfilled the faculty	1.1-Number and percentage of staff who are using digital libraries in the faculty before and after FOEP

<p>2-Carry out a reform in the faculties of education performance</p>	<p>2-Supply the faculties of education with technology that satisfy educational needs.</p> <p>1-Update the needed courses for staff capacity building. 2-Develop curriculum that fulfill unmet needs 3-Train staff on new methods of teaching 4-Train staff on new methods of evaluation 5-Establish a system of collaboration with other national and international educational organizations 6-Establish a system of self-monitoring and evaluation in the faculties of education</p>	<p>needs</p> <p>2-Graduates from faculties of education perform according to standard</p>	<p>1.2- Number and percentage of staff who are using digital libraries for teaching students before and after FOEP 1.3-Number and percentage of staff who had courses through distant learning before and after FOEP 1.4-Number and percentage of students who are using e-learning before and after FOEP</p> <p>2.1-Level of quality of performance of graduates before and after FOEP. 2.2-Level of quality (grades) of students who join the faculties of education before and after FOEP 2.3-Number and Percentage of innovative courses in faculties of education according to standard before and after FOEP. 2.4-Number and percentage of staff who perform according to standard before and after FOEP. 2.5-Number of conjoint projects with other national organization of education before and after FOEP 2.6- Number of conjoint projects with other international organization of education before and after FOEP 2.7-level of quality of the faculty of education according to self-assessment.</p>
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3-Establish a quality assurance system and accreditation	1-Develop mission, vision and objectives for faculties of education 2-Develop plan of action for quality assurance and accreditation.	3- Quality assurance and accreditation systems are established	3.1-Faculties of education are performing according to their mission, vision and objectives. 3.2- Faculties of education staff are performing according to the quality assurance plan of action 3.3-Quality assurance criteria are fulfilled in the faculties of education. 3.4-Percentage of Criteria for accreditation that are fulfilled.
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**FACULTY LEADERSHIP DEVELOPMENT PROJECT FRAMEWORK MATRIX
FLDP**

Goal (Ultimate objective)	Specific objectives	Outcome	Indicators
-To enhance the competencies of	1-Improve Staff knowledge about	1-Quality of curriculum has improved to meet	1.1-Number and percent of staff who wrote course specification among FLDP attendants in comparison

<p>faculty, staff and leadership in the public universities</p>	<p>curriculum specification</p> <p>2-Train staff members to be able to carry out their educational duties efficiently.</p>	<p>standard.</p> <p>2.1-Quality of used methods of teaching has improved to meet standards.</p> <p>2.2-Quality of evaluation has improved to meet standards.</p> <p>2.3-Staff educational capabilities have improved to meet standard</p> <p>2.4-The self-learning continuous education capabilities of staff have improved</p>	<p>to non-attendants of FLDP.</p> <p>1.2-Number and percent of staff who wrote curriculum among FLDP attendants in comparison to non-attendants of FLDP.</p> <p>1.3-Number and percent of staff who wrote curriculum using credit hour system among FLDP attendants in comparison to non-attendants of FLDP.</p> <p>1.4-Number and percent of staff who wrote ILOs among FLDP attendants in comparison to non-attendants of FLDP.</p> <p>2.1-Number and percent of new methods of teaching used before and after FLDP</p> <p>2.2-Number and percent of new evaluation techniques used in comparison to old methods before and after FLDP</p> <p>2.3.1-Percent of staff using new methods of teaching among beneficiaries compared to non-beneficiaries.</p> <p>2.3.2-Percent of staff using new methods of evaluation among beneficiaries compared to non-beneficiaries.</p> <p>2.4.1 Number and percent of beneficiaries using internet in comparison to non-beneficiaries.</p> <p>2.4.2 Number and percent of beneficiaries attending workshops, courses, conference etc in comparison to non-beneficiaries.</p> <p>2.4.3- Number and percent of beneficiaries attending workshops, courses, in computers in comparison to</p>
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	<p>3-Train staff members to be able to carry scientific research efficiently</p> <p>4-Increase staff knowledge about quality assurance and accreditation</p> <p>5-Improve staff personal and interpersonal professional behaviors</p>	<p>3- Staff research capabilities in scientific research have improved to meet standards</p> <p>4-Staff are performing according to the criteria of quality assurance and accreditation.</p> <p>5-Staff professional behaviors have improved to meet the standards.</p>	<p>non-beneficiaries</p> <p>3.1- Percent of scientific papers that were accepted for publication in international journals among beneficiaries in the previous two years before FLDP compared to that published after FLDP implementation.</p> <p>3.2-Percent of scientific papers that were published in international journals among beneficiaries in the previous two years before FLDP compared to that published after FLDP implementation.</p> <p>3.2-Percent of scientific papers that were published in international journals among beneficiaries and non-beneficiaries.</p> <p>4.1-Number and percent of staff acknowledging the criteria of quality assurance and accreditation among beneficiaries and non-beneficiaries.</p> <p>4.2- Number and percent of staff performing according to the criteria of quality assurance and accreditation among beneficiaries and non-beneficiaries.</p> <p>5.1- Level of satisfaction of students about their relationship with the staff in the previous two years prior to FLDP compared to the recent years after FLDP among beneficiaries and non-beneficiaries</p> <p>5.2- Level of satisfaction of staff about their relationship with their colleagues in the previous two years prior to FLDP compared to the recent years</p>
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	<p>6-Improve and develop leadership competencies for academic and administrative leaders</p>	<p>6-Department/Faculty management is in accordance with standards</p>	<p>after FLDP among beneficiaries and non-beneficiaries</p> <p>5.3-Level of organizational system in the faculty in the previous two years before FLDP compared to the recent years after FLDP among beneficiaries and non-beneficiaries</p> <p>5.4-Level of satisfaction of staff about work organization in their department in the previous two years prior to FLDP compared to the recent years after FLDP among beneficiaries and non-beneficiaries</p> <p>5.5-Number and Percent of staff acknowledging the values of ethics in the previous two years prior to FLDP compared to the recent years after FLDP among beneficiaries and non-beneficiaries</p> <p>6.1-Level of satisfaction about decision-making in the faculty in the previous two years prior to FLDP compared to the recent years after FLDP</p> <p>6.2- Level of satisfaction about problem solving in the faculty in the previous two years prior to FLDP compared to the recent years after FLDP</p> <p>6.3- Level of satisfaction about managing legal issues in the faculty in the previous two years prior to FLDP compared to the recent years after FLDP</p> <p>6.4- Level of satisfaction about managing financial issues in the faculty in the previous two years prior to FLDP compared to the recent years after FLDP</p> <p>6.5-Level of satisfaction about organization of meetings in the faculty in the previous two years prior</p>
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	<p>7-Ensure academic and institutional effectiveness and efficiency</p>	<p>7-The graduates of the University are satisfying standards</p>	<p>to FLDP compared to the recent years after FLDP</p> <p>7.1-Percent of students with grades, very good and excellent, in the previous two years prior to FLDP compared to the recent years after FLDP</p> <p>7.2-Number and percent of foreign students joining the university in the previous two years prior to FLDP compared to the recent years after FLDP</p> <p>7.3- Number and percent of graduates who have joined foreign universities in the previous two years prior to FLDP compared to the recent years after FLDP</p> <p>7.4- Number and percent of graduates who got their post graduate degree from foreign universities in the previous two years prior to FLDP compared to the recent years after FLDP</p>
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**IIINFORMATION COMMUNICATION TECHNOLOGY PROJECT FRAMWORK MATRIX
ICTP**

GOAL (ULTIMATE OBJECTIVE)	SPECIFIC OBJECTIVES	OUTCOMES	INDICATORS
I-Develop network infrastructure for Information and Communication Technology	<p>1-Provide sufficient number of servers to be able to deal with the universities' needs</p> <p>2-Provide servers with sufficient capacity to accommodate the amount of data and information</p> <p>3-Maintain functioning of network seven days a week and 24 hours a day.</p>	1-The network infrastructure is able to fulfill the universities needs	<p>1.1-Level of satisfaction of Network staff users about overall quality of the network.</p> <p>1.2-Number and percentage of network staff users through their faculties before and after establishing of ICTP project.</p> <p>1.3-Number and percentage of private network staff users before and after establishing of ICTP project.</p> <p>1.4-Number and percentage of staff using e-mail facilities through their faculties before and after ICTP establishment</p> <p>1.5-Number and percentage of video conference and streaming use through their faculties before and after ICTP establishment.</p> <p>1.6-Level of satisfaction of staff users about degree of availability of needed information through the developed network.</p> <p>1.7-Number and percent of staff users of network during working days before and after establishing of ICTP project.</p> <p>1.8- Number and percent of staff users of network during the weekend before and after establishing of ICTP project.</p> <p>1.9- Number and percent of staff users of network during day time before and after</p>

<p>II-Establish a Management Information System</p>	<p>1-Automate staff, students, post-graduates affairs.</p> <p>2-Develop an integrated electronic system for decision making</p>	<p>2-Administrative process became of high quality satisfying the needs of academic community</p> <p>3-Decision making is based on scientific knowledge</p>	<p>establishing of ICTP project.</p> <p>1.10- Number and percent of staff users of network during night time before and after establishing of ICTP project.</p> <p>2.1-Proportion of automated system in relation to non-automated ones in the departments of staff, students and post-graduates affairs.</p> <p>2.2- Quality of administrative performance of employees before and after establishment of automation.</p> <p>2.3-Quality of work achievement (correct and in time) in these departments before and after automation.</p> <p>2.4-Level of satisfaction of staff, under and post-graduates students about the quality of accomplishment of their affairs before and after the automation process.</p> <p>3.1- Level of availability of accurate data for administrative authority for decision making.</p> <p>3.2-Level of awareness of administrative authority about availability of data for decision making.</p> <p>3.3-Level of accuracy of decision taken by administrative authority before and after establishing of the system.</p>
<p>III-Develop an e-learning system</p>	<p>1- Produce e-learning courses</p>	<p>4-E-learning become part of the learning process in</p>	<p>4.1-Number of e-learning courses in different department before and after the ICTP</p>

<p>IV-Construct Digital Libraries in different governmental universities</p>	<p>2-Make these courses available all the time and to all in need 3-Certify and accredit these courses</p> <p>1-Establish a central system of informatics. 2-Develop an electronic archiving system of all scientific thesis</p>	<p>the Egyptian Universities.</p> <p>5-Scientific information became easy retrievable and available to all researchers.</p>	<p>4.2-Percentage of students using e-learning courses before and after ICTP 4.3-Grades of students using e-learning compared to those using only traditional methods 4.4-Number and percentage of students getting their degree through e-learning. 4.5- Number and percentage of e-learning courses that are accredited before and after ICTP</p> <p>5.1-Number of scientific papers that are downloaded through universities before and after ICTP 5.2-Number and percentage of staff using universities digital libraries before and after ICTP. 5.3-Number and percentage of thesis topics that are repeated before and after ICTP. 5.4-Number and percentage of scientific papers published internationally before and after ICTP.</p>
<p>V-Building staff capabilities in Information and communication technology</p>	<p>1-Raise awareness about the importance of information and communication technology 2-Train staff on the use of information and communication technology</p>	<p>6-Information and communication technology are used efficiently by university staff</p>	<p>6.1-Number and percentage of staff acknowledging the importance of information and communication technology. 6.2-Number and percentage of staff using information and communication technology before and after ICTP.</p>

**QUALITY ASSURANCE AND ACCREDITATION PROJECT FRAMEWORK MATRIX
QAAP**

Goals (Ultimate Objectives)	Specific Objectives	Outcome	Indicators
<p>1-Raise awareness about the culture of quality in higher education community</p> <p>2-Enhance the institution capacity building in the field of Total Quality Management</p>	<p>1-Develop Vision, Mission and Objectives for all faculties in different universities.</p> <p>2-Convince academic and non-academic community about the importance of Quality Assurance.</p> <p>1-Train staff in the field of Total Quality Management</p> <p>2-Motivate academic and non-academic community to perform according to Total Quality Management principles.</p> <p>3- Develop total quality management system in the faculty</p> <p>4-Implement total quality management system in the</p>	<p>1-Academic and non-academic community are aware of the culture of quality</p> <p>2-Total Quality Management system is established in different faculties of the University</p>	<p>1.1- Number of faculties who are performing according to their mission, vision and objectives</p> <p>1.2-Number and percentage of staff who are acknowledging the mission, vision and objectives of their faculty.</p> <p>1.3-Number and percentage of academic staff who are convinced of the importance of quality assurance.</p> <p>1.4- Number and percentage of non-academic staff who are convinced of the importance of quality assurance.</p> <p>2.1-Number and percentage of academic staff who are performing according to principles of total quality management.</p> <p>2.2- Number and percentage of non-academic staff who are performing according to principles of total quality management.</p> <p>2.3-Level of satisfaction of the academic community about the plan of action of the total quality management system.</p> <p>2.4- Level of satisfaction of the non-academic community about the plan of action of the total quality management system</p>

<p>3-Develop a National Quality Assurance and Accreditation system</p>	<p>faculty</p> <p>1-Develop academic reference standards for the different programs 2- Develop academic reference standards for staff performance 3-Develop national criteria for quality assurance and accreditation system</p>	<p>3-Faculties are ready for accreditation</p>	<p>2.5- Level of satisfaction of the academic community about the implemented total quality management system. 2.6-Level of satisfaction of the non-academic community about the implemented total quality management system.</p> <p>3.1-Number and percentage of programs that are in accordance with developed standards. 3.2- Percentage of criteria of accreditation that are fulfilled. 3.3- Number and percentage of faculties who have corrective action according to self-assessment studies</p>
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E-OVERALL FRAMEWORK:

COMPONENT	HEEPF	FLDP	QAAP	ICTP	FEOP
<u>I-GENERAL:</u>					
1-Number of proposals submitted to HEEPF over the four cycles	√				
2-Proportion of successful proposals out of those submitted to HEEPF over the four cycles	√				
3-Mean Number of grants received by the faculty in the previous two years before start of HEEPF in comparison to those received by the faculty in the last three years.	√				
4-Percent of Needs fulfilled by the funded projects compared to identifiable unmet needs.	√	√			
5-Level of quality of HEEPF projects over the four cycle of HEEPF	√	√			
6-Level of staff satisfaction about students' performance among beneficiaries of and non-beneficiaries.	√	√		√	
7-Level of students satisfaction about staff performance among beneficiaries of and non-beneficiaries	√			√	
8-Level of staff satisfaction about staff-students relationship in department with project and department without.	√			√	
9-Level of students' satisfaction about staff-students relationship in department with project and without	√	√		√	
10-Number and percent of students that are using computer lab, e-learning, internet facilities in the previous two years before projects compared to that used after projects implementation.	√	√	√		
11-Number and percent of students that are using computer lab, e-learning, internet facilities among beneficiaries and non-beneficiaries	√	√	√		
12- Number and percent of staff beneficiaries using internet in comparison to non-beneficiaries.	√	√			
13- Number and percent of staff beneficiaries attending workshops, courses, conference etc in comparison to	√	√			



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<p>non-beneficiaries. 14- Number and percent of staff beneficiaries attending workshops, courses, in computers in comparison to non-beneficiaries 15-Number and percent of foreign students joining the university in the previous two years prior to projects compared to the recent years after projects 16- Number and percent of graduates who have joined foreign universities in the previous two years prior to projects compared to the recent years after projects 17- Number and percent of graduates who got their post graduate degree from foreign universities in the previous two years prior to projects compared to the recent years after projects</p>					
<p><u>II-CURRICULUM:</u> 1-Number and percent of newly innovative modules due to projects in comparison to others newly developed modules in same period of time. 2-Number and percent of newly updated curriculum due to projects in comparison to others newly developed modules in same period of time. 3- Number and percentage of programs that are in accordance with developed standards.</p>					
<p>4-Number and percent of staff who wrote course specification among beneficiaries in comparison to non-beneficiaries. 5-Number and percent of staff who wrote curriculum among beneficiaries in comparison to non-beneficiaries. 6-Number and percent of staff who wrote curriculum using credit hour system among beneficiaries in comparison to</p>		<p style="text-align: center;">√ √ √ √</p>	<p style="text-align: center;">√ √ √ √</p>		



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<p>non-beneficiaries. 7-Number and percent of staff who wrote ILOs among beneficiaries in comparison to non-beneficiaries.</p>					
<p>III- Teaching and Assessment: 1.Number and percent of new methods of teaching used in comparison to old methods of teaching before and after projects 2-Number and percent of new assessment techniques used in comparison to old methods before and after projects</p>	√	√			
<p>3-Percent of staff using new methods of teaching among beneficiaries compared to non-beneficiaries. 4-Percent of staff using new methods of assessment among beneficiaries compared to non-beneficiaries. 5-Percent of staff using new methods of teaching among beneficiaries in the previous two years before projects compared to that used after projects implementation. 6-Percent of staff using new methods of evaluation among beneficiaries in the previous two years before projects compared to that used after projects implementation.</p>	√ √ √ √	√ √ √ √			
<p>7-Number and percentage of academic staff who are performing according to principles of total quality management. 8- Number and percentage of non-academic staff who are performing according to principles of total quality management.</p>			√ √		
<p>9-Percent of students with grades, very good and excellent, in the previous two years prior to projects compared to the</p>	√ √	√ √		√	



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<p>recent years after projects</p> <p>10-Grades of students using e-learning compared to those using only traditional methods</p> <p>11-Number and percentage of students getting their degree through e-learning.</p> <p>12- Number and percentage of e-learning courses that are accredited before and after projects</p>			√	√	
<p><u>IV-Scientific Research:</u></p> <p>1-Percent of scientific papers that were accepted for publication in international journals among beneficiaries in the previous two years before projects compared to that after projects implementation.</p> <p>2-Percent of scientific papers that were published in international journals among beneficiaries and non-beneficiaries.</p>	√	√			
<p>4-Number and percent of post-graduates students using self-learning facilities in department with projects and without projects.</p> <p>5-Number and percent of post-graduates students using distant-learning facilities in department with projects and without projects.</p> <p>6-Number and percent of post-graduates students attending conjoint courses in department with projects and without projects.</p>	√	√			
<p><u>VII- Electronic Technology:</u></p> <p>1-Level of satisfaction of Network staff users about overall quality of the</p>				√	



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network				√	
2-Number and percentage of network staff users through their faculties before and after establishing of ICTP project.				√	
3-Number and percentage of private network staff users before and after establishing of ICTP project.				√	
4-Number and percentage of staff using e-mail facilities through their faculties before and after ICTP establishment				√	
5-Number and percentage of video conference and streaming use through their faculties before and after ICTP establishment.				√	
6-Level of satisfaction of staff users about degree of availability of needed information through the developed network.				√	
7-Number and percent of staff users of network during working days before and after establishing of ICTP project.				√	
8- Number and percent of staff users of network during the weekend before and after establishing of ICTP project.				√	
9- Number and percent of staff users of network during day time before and after establishing of ICTP project.				√	
10- Number and percent of staff users of network during night time before and after establishing of ICTP project.				√	
11--Number of scientific papers that are downloaded through universities before and after ICTP					
12-Number and percentage of staff using universities digital libraries before and after ICTP.					
13--Number and percentage of thesis topics that are repeated before and after ICTP.					
14-Number and percentage of staff acknowledging the importance of information and communication technology.					



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in the faculties of education. 16-Percentage of Criteria for accreditation that are fulfilled.					
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F-INSTRUMENTS FOR DATA COLLECTION:

INDICATORS	TOOLS AND METHODS FOR DATA COLLECTION	QUESTION
<p><u>I-GENERAL:</u> 1-Number of proposals submitted to HEEPF over the four cycles 2-Proportion of successful proposals out of those submitted to HEEPF over the four cycles 3- Number of grants received by the faculty in the previous two years before start of HEEPF in comparison to those received by the faculty in the last three years.</p>	<p>Review Documentation</p> <p>In-depth and Focus group discussion</p>	<p><u>The following will be counted:</u> 1-Number of proposals in the four cycles in different Department/faculties 2-Number of successful proposals in the four cycles in different Department/faculties 3-Number of grants received by the faculty per year in the previous 5 years</p>
<p>4-Percent of Needs fulfilled by the funded projects compared to identifiable unmet needs.</p>	<p>In-depth and Focus group discussion</p>	<p><u>In-depth and Focus group discussion:</u> 1-In your opinion what are the unmet needs in your Dept/Faculty? 2-How much of it was covered by the HEEP projects?</p>
<p>5-Level of quality of HEEPF projects over the four cycle of HEEPF 6-Level of staff satisfaction about students' performance among beneficiaries of projects and non-beneficiaries. 7-Level of students satisfaction about staff performance among beneficiaries of projects and non-beneficiaries 8-Level of staff satisfaction</p>		<p>1-Perspections of improvement in the quality of writing proposal? To what extent? 2-What is the opinion of staff about the performance of students in Department among beneficiaries and non-beneficiaries?</p> <p>1- What is the opinion of students about the performance of staff in Department among beneficiaries and non-beneficiaries?</p>



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<p>about staff-students relationship in department with projects and department without. 9-Level of students' satisfaction about staff-students relationship in department with projects and without projects</p>	<p style="text-align: center;">Observation Questionnaires</p>	<p>2- Opinions about staff- students' relationship among staff and students in Department with and without projects.</p>
<p>10-Number and percent of students that are using computer lab, e-learning, internet facilities in the previous two years before projects compared to that used after projects implementation. 11-Number and percent of students that are using computer lab, e-learning, internet facilities among beneficiaries and non-beneficiaries 12- Number and percent of staff beneficiaries using internet in comparison to non-beneficiaries. 13- Number and percent of staff beneficiaries attending workshops, courses, conference etc in comparison to non-beneficiaries. 14- Number and percent of staff beneficiaries attending workshops, courses, in computers in comparison to non-beneficiaries 15-Number and percent of foreign students joining the university in the</p>	<p style="text-align: center;">-Review Documentation</p> <p style="text-align: center;">-Questionnaires</p> <p style="text-align: center;">Observation Documentation` Questionnaires</p> <p style="text-align: center;">Review Documentation</p>	<p>1-Check-lists to get the average number of students using the e-learning facilities in Dept with HEEP and without HEEP</p> <p>2-Ask students if they have ever use internet and e-learning? 3-If yes when was the first time? 4-Where they used it?</p> <p>1-Ask staff if they ever used internet, and if yes when was that?</p> <p>2-Staff attendance of workshop, course etc over years</p> <p>3-Staff attendance of workshop, course etc related to computers.</p> <p>-Review the number of foreign students who joined the faculty over the years.</p> <p>-Ask graduates about their joining courses in foreign faculties or get post graduates studies over the last four years.</p>



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<p>previous two years prior to projects compared to the recent years after projects 16- Number and percent of graduates who have joined foreign universities in the previous two years prior to projects compared to the recent years after projects 17- Number and percent of graduates who got their post graduate degree from foreign universities in the previous two years prior to projects compared to the recent years after projects</p>		<p>- Ask graduates who got a degree from foreign faculties or got post graduates studies over the last four years.</p> <p>1-Number of new innovative modules per Dept/Faculty due to HEEP compared to others</p> <p>2- Number of new modules per Dept/Faculty due to HEEP compared to others.</p>
<p><u>II-CURRICULUM:</u> 1-Number and percent of newly innovative modules due to projects in comparison to others newly developed modules in same period of time. 2-Number and percent of newly updated curriculum due to projects in comparison to others newly developed modules in same period of time. 3- Number and percentage of programs that are in accordance with developed standards.</p>		<p>3-Review written curriculum of program against known standards of Quality assurance</p>
<p>4-Number and percent of staff who wrote course specification among beneficiaries in comparison to non-</p>	<p>Questionnaires</p>	<p>Staff will be asked if they ever wrote the following and when: -Course specification -Curriculum -Curriculum using credit</p>



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<p>beneficiaries. 5-Number and percent of staff who wrote curriculum among beneficiaries in comparison to non-beneficiaries. 6-Number and percent of staff who wrote curriculum using credit hour system among beneficiaries in comparison to non-beneficiaries. 7-Number and percent of staff who wrote ILOs among beneficiaries in comparison to non-beneficiaries.</p>		<p>hour system -ILOs</p>
<p><u>III- Teaching and Assessment:</u> 1.Number and percent of new methods of teaching used in comparison to old methods of teaching before and after projects 2-Number and percent of new assessment techniques used in comparison to old methods before and after projects</p>	<p>-Observation -Review Documentation</p>	<p>1-Check-list to revise methods used in teaching in lecture, practical. Tutorial etc. 2-Revise the type of assessment used per Dept/Faculty</p>
<p>3-Percent of staff using new methods of teaching among beneficiaries compared to non-beneficiaries. 4-Percent of staff using new methods of assessment among beneficiaries compared to non-beneficiaries.</p>	<p>-Observation -Questionnaires</p>	<p>1- Observational Check list will be developed that will cover the methods used by staff in lectures, seminars etc whether beneficiaries or not 2- Check list will developed that will cover the methods of assessment used by staff whether beneficiaries or not.</p>



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<p>5-Percent of staff using new methods of teaching among beneficiaries in the previous two years before projects compared to that used after projects implementation.</p> <p>6-Percent of staff using new methods of evaluation among beneficiaries in the previous two years before projects compared to that used after projects implementation.</p>		<p>3-Questionnaires for staff will ask about when was the new methods of teaching and assessment was first used.</p>
<p>7-Number and percentage of academic staff who are performing according to principles of total quality management.</p> <p>8- Number and percentage of non-academic staff who are performing according to principles of total quality management.</p>	<p>Observation</p>	<p>A check-list covering the standards of performance of academic and non-academic staff is developed and reviewing of performance will be carried out.</p>
<p>9-Percent of students with grades, very good and excellent, in the previous two years prior to projects compared to the recent years after projects</p> <p>10-Grades of students using e-learning compared to those using only traditional methods</p> <p>11-Number and percentage of students getting their degree through e-learning.</p> <p>12- Number and percentage of e-learning courses that are accredited</p>	<p>Review Documentation</p>	<p>-Grades of students over the last four years.</p> <p>-Number of students getting their degree through e-learning and their grades</p> <p>-Number of e-learning that is accredited before and after ICTP</p>



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before and after ICTP		
<p><u>IV-Scientific Research:</u> 1-Percent of scientific papers that were accepted for publication in international journals among beneficiaries in the previous two years before projects compared to that after projects implementation. 2-Percent of scientific papers that were published in international journals among beneficiaries and non-beneficiaries.</p>	Questionnaires	<p>1-Have you ever published, ever had acceptance for publication of scientific papers in international journal?</p> <p>2-If yes when was the first time?</p>
<p><u>V-Quality Assurance:</u> 1-Number and percent of Dept/Faculties having clear mission, vision and objectives in the university 2- Number and percent of Dept/Faculties who are performing according to their mission, vision and objectives in the university 3-Number and percent of staff in the faculty aware of the presence of vision, mission and objectives and acknowledge its importance 4-Number and percents of department having documents describing their resources 5- Number and percents of department having</p>	<p>Review Documentation</p> <p>Questionnaires</p>	<p>Review documents about: 1-Mission, vision and Objectives per Dept/Faculty and when was developed 2-Number of Dept/Faculties in which the courses reflect the mission, vision and objectives of Dept/Faculty 2-Documents about: -Resources for e.g. staff number and qualification, Lab etc -Course Specification -Course ILOs -Methods of Evaluation etc -Students evaluation of courses.</p> <p>3-Staff (academic and non-academic)to be asked about their awareness of the presence of</p>



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<p>Course evaluation questionnaire 6-Number and percent of department having ILOs for each program 7- Number and percent of department having Course specification 8- Number and percent of department having Methods of students assessment: -Formative assessment -Summative assessment -Feedback from students On program 9-- Percentage of criteria of accreditation that are fulfilled. 10- Number and percentage of faculties who have taken corrective action according to self-assessment studies</p>	<p>Review documentation</p> <p>-Review Documentation</p> <p>-Questionnaires</p>	<p>mission, vision and objectives: -Since when? -What does it mean? -Did it reflect the real situation in their Dept/Faculty? - Is it important to have it and if yes why?</p> <p>1-Review documents to find out the degree to which the standards of accreditation are fulfilled 2-Number of faculties who had self-assessment studies 3-How much of the findings were corrected?</p> <p>-Review documents about: -Type of course available for post-graduate studies and -Type of training modules available</p>
<p><u>VI-Collaboration with the Community:</u> 1-Percent of curriculum that is addressing community needs 2-Number and percent of applied course in department with projects and without projects. 3-Number and percent of vocational training – acquiring knowledge and skills applicable to specific job in department with projects and without</p>		<p>-Questionnaires: Did these courses/ training ILOs address community needs according to: -Staff -Post graduate students.</p>



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<p>projects.</p>		
<p>4-Number and percent of post-graduates students using self-learning facilities in department with projects and without projects.</p> <p>5-Number and percent of post-graduates students using distant-learning facilities in department with projects and without projects.</p> <p>6-Number and percent of post-graduates students attending conjoint courses in department with projects and without projects</p>	<p>-Observation</p> <p>-Questionnaire</p>	<p>-Observations about:</p> <ul style="list-style-type: none"> -Number of post graduates students using e-learning facilities -Number of post –graduates students using distant learning -Number of post graduates students joined conjoint courses <p>-Questionnaires:</p> <p>1-Did they ever use self-learning:</p> <ul style="list-style-type: none"> -e-learning, -distant learning -joined conjoint courses? <p>2-If yes when was that?</p>
<p><u>VII- Electronic Technology:</u></p> <p>1-Level of satisfaction of Network staff users about overall quality of the network</p> <p>2-Number and percentage of network staff users through their faculties before and after establishing of ICTP project.</p> <p>3-Number and percentage of private network staff users before and after establishing of ICTP project.</p> <p>4-Number and percentage of staff using e-mail facilities through their</p>	<p>-Review Documentation</p> <p>-Questionnaires</p> <p>-In-depth and Focus group discussion</p>	<p><u>In-depth and Focus group:</u></p> <p>-Change perceived by staff of improvement of e-technology in faculties before and after ICTP implementation</p> <p><u>Documentation:</u></p> <ul style="list-style-type: none"> -e-mail users of faculty network before ICTP and after -Internet users among faculty members before ICTP and after. -Number of video conference through faculties before and after ICTP establishment <p><u>In-depth and FG:</u></p> <p>-Level of satisfaction of users about speed, flow of information etc.</p> <p><u>Questionnaires:</u></p>



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<p>faculties before and after ICTP establishment</p> <p>5-Number and percentage of video conference and streaming use through their faculties before and after ICTP establishment.</p> <p>6-Level of satisfaction of staff users about degree of availability of needed information through the developed network.</p> <p>7-Number and percent of staff users of network during working days before and after establishing of ICTP project.</p> <p>8- Number and percent of staff users of network during the weekend before and after establishing of ICTP project.</p> <p>9- Number and percent of staff users of network during day time before and after establishing of ICTP project.</p> <p>10- Number and percent of staff users of network during night time before and after establishing of ICTP project.</p> <p>11--Number of scientific papers that are downloaded through universities before and after ICTP</p> <p>12-Number and percentage of staff using universities digital libraries before and after ICTP.</p>		<p>-Percent of staff using internet facilities of faculty compared to those using private ones.</p> <p>-Percent users in different time working days, week ends, day time and night time.</p> <p>-Number of downloaded papers before and after ICTP</p> <p>-Number of staff using Digital libraries before and after ICTP</p> <p>-Number of thesis topics that are repeated before and after ICTP</p> <p>-Number of staff acknowledge the importance of information and communication</p> <p>- Number of staff using the importance of information and communication technology</p>
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<p>13--Number and percentage of thesis topics that are repeated before and after ICTP. 14-Number and percentage of staff acknowledging the importance of information and communication technology. 15-Number and percentage of staff using information and communication technology before and after ICTP.</p>		
<p>16-Proportion of automated system in relation to non-automated ones in the departments of staff, students and post-graduates affairs. 17- Quality of administrative performance of employees before and after establishment of automation. 18-Quality of work achievement (correct and in time) in these departments before and after automation. 19-Level of satisfaction of staff, under and post-graduates students about the quality of accomplishment of their affairs before and after the automation process. 20- Level of availability of accurate data for</p>	<p>-Observation -Review of documentation -In-depth and Focus group Discussion</p>	<p>-Identify proportion of automated system in different administrative department. -Staff opinion about performance of employee in administration before and after ICTP. -Quality of work as perceived by staff, students and post graduates. -Authority perception of quality and availability of needed data for authority before and after ICTP -Level of awareness of authority of the presence of data -Change in decision making quality</p>



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<p>administrative authority for decision making. 21-Level of awareness of administrative authority about availability of data for decision making. 22-Level of accuracy of decision taken by administrative authority before and after establishing of the system.</p>		
<p><u>VIII- Leadership and Organizational System:</u> 1-Level of organizational system in the faculty in the previous two years before projects compared to the recent years after projects among beneficiaries and non-beneficiaries 2-Level of satisfaction of staff about work organization in their department in the previous two years prior to projects compared to the recent years after projects among beneficiaries and non-beneficiaries 3-Number and Percent of staff acknowledging the values of ethics in the previous two years prior to projects compared to the recent years after projects among beneficiaries and non-beneficiaries 4-Level of satisfaction about decision-making in</p>	<p>Review Documentation</p> <p>In-depth and Focus group Discussion</p>	<p>-Review Documentation about the organization system in different section of the Dept/Faculty</p> <p>-Staff opinions about: -Administrative system in the Dept/Faculty -Decision making in Dept/Faculty -Solving of problems -Managing Legal issues. -Financial issues -Organization of meeting</p> <p>-Staff acknowledge ethics and perform accordingly</p>



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<p>the faculty in the previous two years prior to projects compared to the recent years after projects 5- Level of satisfaction about problem solving in the faculty in the previous two years prior to projects compared to the recent years after projects 6- Level of satisfaction about managing legal issues in the faculty in the previous two years prior to projects compared to the recent years after projects 7- Level of satisfaction about managing financial issues in the faculty in the previous two years prior to projects compared to the recent years after projects 8-Level of satisfaction about organization of meetings in the faculty in the previous two years prior to projects compared to the recent years after projects</p>		
<p><u>IX- FOEP:</u> 1 -Number and percentage of staff who are using digital libraries in the faculty before and after FOEP 2- Number and percentage of staff who are using digital libraries for teaching students before and after FOEP 3-Number and percentage</p>	<p>-Review Records -In-depth and Focus group -Questionnaires -Observation</p>	<p><u>Review records will cover:</u> -Number of staff using digital libraries for teaching or research -Percentage criteria fulfilled for accreditation - Percentage criteria fulfilled for quality assurance -Number and percentage of e-learning courses developed -Staff who had courses through e-learning</p>



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<p>of staff who had courses through distant learning before and after FOEP 4-Number and percentage of students who are using e-learning before and after FOEP 5-Level of quality of performance of graduates according to staff perception before and after FOEP. 6-Level of quality (grades) of students who join the faculties of education before and after FOEP 7-Percentage of improvement in faculties of education courses according to standard before and after FOEP. 8-Number and percentage of staff who perform according to standard before and after FOEP. 9-Number of conjoint projects with other national organization of education before and after FOEP 10- Number of conjoint projects with other international organization of education before and after FOEP 11-level of quality of the faculty of education according to self-assessment. 13-Faculties of education are performing according to their mission, vision and objectives.</p>	<p>-Students using e-learning -Changes in students grades who are joining the faculty -Percentage fulfilled of criteria of quality assurance and accreditation. -Number of conjoint projects with national and international faculties of education before and after FOEP -Level of quality of the faculty of education according to the self-assessment study.</p> <p><u>In-depth and Focus group discussion, Questionnaires:</u> -Staff perceptions of quality of graduates before and after FOEP - Staff perceptions of change in quality of students joining the faculty. -Quality of Performance of staff according to students before and after FOEP -Improvement in course quality as perceived by staff and students.</p> <p><u>Observation:</u> -Staff performance according to quality standards. -Performance of the faculty is following the mission, vision and objectives of faculties</p>
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<p>14- Faculties of education staff are performing according to the quality assurance plan of action</p> <p>15-Quality assurance criteria are fulfilled in the faculties of education.</p> <p>16-Percentage of Criteria for accreditation that are fulfilled.</p>		
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