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Under the High Patronage of His Majesty King Mohammed VI - may Allah preserve him -

**Seventh Islamic Conference
of Ministers of Higher Education and Scientific Research
« Higher Education: Governance, Innovation and Employability »**

**Report on the Implementation of
“Key Performance Indicators for Universities
in Islamic Countries”**

ISESCO Headquarters, Rabat, Kingdom of Morocco
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Report on the Implementation of “Key Performance Indicators for Universities in Islamic Countries”

Enculturation of quality in higher education has always remained a prime area of prime concern for ISESCO since its inception. The document of Key Performance Indicators (KPI) is a result of long efforts exerted by the Ministry of Higher Education in the Kingdom of Saudi Arabia, the Organization of the Islamic Cooperation, ISESCO and other Islamic Organizations, in coordination with the Member States to enhance the standard of the Universities in the Islamic countries and to improve their international standing so that more Universities within the OIC Region take up position among the Top 500 World class universities.

The document aims at improving the standards of higher education being imparted by the Universities in the OIC Member States with a common vision and science and technological advancements required to enhance the socioeconomic prosperity of the Muslim Ummah, through urging the universities to improve their performance to achieve competitive excellence in higher education in line with international standards.

This project was taken up in the light of the decision of the Third Extraordinary Islamic Summit held in Makkah-al-Mukaramah in December 2005 concerning the OIC Ten year Programme of Action. At that time the standing of Universities in Islamic countries was very weak and only 2-3 universities from the Islamic world were sporadically appearing among the Top 500 World class universities. It was necessary to devote attention to improve their standards to give them a better position in the international community of Universities.

A “core group” with the assignment to oversee the preparation of a draft document on the criteria, procedures and mechanisms for the selection of universities was established in a meeting held during the Third Session of the Islamic Conference of Ministers on Higher Education and Scientific Research held in Kuwait City, State of Kuwait in November 2006. Afterwards a Technical Experts Meeting was called in Tehran, Islamic Republic of Iran in February 2007 to draft proposed criteria, procedures and mechanisms for assessment of their position in the OIC region. This draft document was distributed to all OIC Member states, for reference, in the Seminar of OIC Member States held in Tehran, Islamic Republic of Iran in April 2007. The Fourth Islamic Conference of the Ministers of Higher Education and Scientific Research, held in Baku, Republic of Azerbaijan, in October, 2008, considered the report on “Ranking of the Universities of the Islamic World”, recommended to refer the draft document to the Member States’ Ministers of Higher Education and Scientific Research to further examine it and to give their opinions thereon.

It was the 36th Session of the Islamic Council of Foreign Ministers, held in Damascus, Arab Syrian Republic in May 2009, which recommended to convene an extraordinary meeting of the Ministers of Higher Education and Scientific Research, in collaboration with ISESCO, to receive the feedbacks with the purpose of preparing the final document as a basis for future decision concerning implementation. The Kingdom of Saudi Arabia offered to host the Extraordinary Meeting of the Ministers of Higher Education and Scientific Research in Riyadh and called a preparatory Technical Meeting of higher education experts in Riyadh on 24 – 25 April 2010. In this Meeting, the Member States discussed in detail the document on ranking-its criteria, procedures and mechanisms and recommended to amend as “Key Performance Indicators for Universities in the Islamic World to compete with world class universities”.

The 5th Islamic Conference of Ministers of Higher Education and Scientific Research in Kuala Lumpur, in October 2010, in the report of the Expert Meeting in Riyadh and requested the OIC General Secretariat and ISESCO to prepare a draft document on “Key Performance Indicators for the Universities in the Islamic World”, and present it to the Extraordinary Islamic Conference of the Ministers of Higher Education and Scientific Research, hosted by the Kingdom of Saudi Arabia (4-5 October 2011).

The Extraordinary Session of ICMHESR adopted the document on “Key Performance Indicators” and requested to organize seminars and workshops to generate awareness about the KPI document, and called upon the Member States to accord due priority to KPI, urging them to facilitate their higher education quality assurance systems to bring excellence in university education and establish academic linkages to capitalize on scientific and technological innovation, quality and accreditation drivers in attaining global educational excellence. The conference also requested ISESCO and the OIC to organize regularly a high level Quality and Accreditation Experts Meeting consisting of Member States and the Islamic Organizations concerned to set up an appropriate mechanism for the follow up of the implementation of KPI for valorizing scientific and technological innovation, global quality and accreditation in the universities of the Islamic world.

A High Level Quality and Accreditation Experts’ Meeting was organized by ISESCO and OIC, in collaboration with the Ministry of Higher Education, Kingdom of Saudi Arabia in Jeddah, Kingdom of Saudi Arabia, 6-7 October 2012, in continuation of the recommendation of the Extraordinary Session of the ICMHESR. The meeting prepared a report which was submitted to the Sixth Islamic Conference of Ministers of Higher Education and Scientific Research (Khartoum, the Sudan, 20-21 November 2012), which established, as per Resolution no ICMHESR-6/2012/R.2.4, the High Level Quality and Accreditation Committee of OIC Member States to review inter alia the follow up and progress on the implementation of the Key performance Indicators, and proposed the Kingdom of Saudi Arabia as the Chairman of the Committee and called for submitting periodic reports thereon to the ICMHESR.

ISESCO, pursuing its objective of improving the performances of universities, embarked to implement various programmes after the Sixth Islamic Conference of Ministers of Higher

Education and Scientific Research in the light of Key Performance Indicators (KPI) to strengthen research and teaching capacities of universities, improving their international outlook, strengthening their facilities and resources, imparting skills to the supporting staff as well as improving their socio-economic impact. ISESCO Centre for Promotion of Scientific Research targeted more focused research and gave a special attention to improve research performance capacities of the Member States. Attention was accorded to integrate ICTs in science education. Such programmes also target to introduce interactive new electronic delivery and display tools in teaching through integration of new teaching technologies. The international Roundtable Programme and Training Workshop on Inquiry-Based Science Education (IBSE) were organized which presented methods and procedures for mutual benefit in inquiry-based science education (IBSE) and science education teachers and curricula designer were acquainted with the concept of *La main à la pâte*.

ISESCO also called a regional conference on “Devising a Model for Transition from Management to Governance in Universities”, in February 2014, which conducted a comprehensive review and thorough evaluation of the reforms introduced to the higher education system of the countries of the region. The conference also upgraded professional capacities of staff in charge of university management, developed partnerships, enhanced opportunities for dialogue, consultation and coordination among decision makers, researchers and university managers, on the one hand, and media representatives, civil society organizations and the private sector, on the other hand. The conference brought together a host of senior government officials, university presidents, international experts and researchers in higher education systems, representatives of the private sector, international organizations, scientific research organizations and quality assurance agencies to share expertise and information.

Since performances of universities are also counted from employability of their graduates, which are based on ‘skills beyond subject knowledge’, which enable the individual to secure a job and to be effective in it, the regional symposium called on “Graduate Employability” helped to exchange experiences in employability projects and coordinate efforts to develop training programmes that are responsive to the labour market and employment requirements. The importance of involving businesses and recruitment agencies in consultancies on reform for the university education was stressed. Universities were called for a multi-disciplinary approach to education and training that focuses on living skills of students, as well as to intensify efforts within a well-defined, long-term action plan to change mentalities and conceptions about the relationship between universities and the labour market. Under the Pan-Islamic Research and Education Network (PIREN) connectivity among the researchers and education networks in Member States was improved and exchange and cooperation between the researchers and education communities was facilitated.

The Second Vice Chancellors Forum called under the theme “Universities in the Islamic World: Challenges of Internationalization” also achieved greater successes in perspective of the issues related to internationalization of Islamic World universities. Discussion covered various

aspects including: human capital, case study, university rankings, quality assurance, S&T parks, higher education, faculty and student exchange, quality standards system, as well as research and innovation. The Forum provided a platform to the academic and administrative heads of these institutions to build linkages for initiating joint academic programmes; endorsing one another's research activities; pooling resources for, inter alia, offering scholarships; promoting student & faculty exchange programmes, as well as establishing virtual centers of excellence. The Forum also constituted a committee of 10 selected Vice Chancellors to monitor the academic developments with a view to promoting cooperation for scholarship offers and research among the Islamic Universities as well as cooperation in research areas of common interest.

Some of the Member States submitted their reports on improving the performances of the universities and other quality assurance and accreditation measures which were aligned with the Key Performance Indicators. The quality assurance system of the Republic of Indonesia is governed by national law, government regulations, as well as the decree of Ministry of Education and Culture. There are two types of quality assurance in Indonesia, namely internal quality assurance, implemented by individual Higher education institutions and external quality assurance carried out by National Accreditation Agency for Higher Education (NAAHE). NAAHE is collaborating to link with KPI and is developing national accreditation system for higher education, conducting a credible and reliable accreditation for higher education and conducting quality assurance for independent accreditation institutions. The National Organization of Educational Testing (NOET) of the Islamic Republic of Iran looks after the scientific measurement, educational evaluation and quality assurance and is now involved in fostering the culture of evaluation and quality, and developing evaluation activities in the higher education system, which is in line with KPI. In People's Republic of Bangladesh, higher education is gaining moment and the government has undertaken measures to fix the national criteria for Quality Assurance in higher education and has launched a project entitled "higher education quality enhancement project" in collaboration with the World Bank. The main instrument used in the quality assurance of higher education and training programmes in the Republic of Maldives is the Maldives National Qualification Framework (MNQF) under the Maldives Qualification Authority (MQA). Presently, Maldives Qualification Authority recognizes the approved programmes and the significant elements that assure the quality of higher education and training are in place in Maldives.

The Tunisian Republic has undertaken several actions to strengthen its mechanisms for promoting quality assurance and accreditation systems through the relevant law on higher education. The main achievements in this regard include signing ad hoc agreements with universities, adopting the scientific and technological status for universities and higher education and research institutions, launching the Quality Support Programme, and promoting training and educational, administrative and financial management in universities and relevant institutions. Experts have been trained to evaluate the quality of programmes, training and higher education institutions, and quality bodies have been established in all universities. An

integrated programme for the training of trainers was also launched, along with an integrated programme for the certification of students' competencies.

The Ministry of Higher Education in the Sultanate of Oman has taken measures to improve the quality of education and the performance of universities in cooperation with the Oman Academic Accreditation Authority (OAAA), the ultimate aim being to develop quality standards in public and private institutions of higher education. The main actions in this regard include the formulation of a comprehensive plan for the management of quality in higher education in line with the objectives and policies of the authorities in charge of higher education such as the Higher Education Council, the Ministry of Higher Education and the OAAA. In the same vein, the standards for the licensure of public and private institutions of higher education have been upgraded through the devising of an integrated guide for institutional and programme accreditation, and the adoption of quality-focused control of higher education institutions, taking into account the integrated cycle of quality (planning - implementation - outputs - improvement).

The Lebanese Republic has devised a new draft law on higher education which focuses on the enculturation of quality in higher education through the adoption of standards and indicators for the licensure, launching and periodic control of institutions, along with the mandatory condition for each institution to have a self-assessment system. A draft law on the establishment of a Lebanese quality assurance agency in higher education was also adopted which has set the general framework for quality standards and indicators, in line with the Guidelines for Assessment and Quality Enhancement for Universities in the Islamic World.

The National Authority for Quality Assurance and Accreditation of Education in the Arab Republic of Egypt has made many achievements in terms of quality assurance in education. These include particularly the establishment of an integrated system of standards and performance measurement mechanisms for the accreditation of universities, colleges, institutes and higher education programmes. The Authority's standards are marked by their diversity. They cover such various components as leadership, governance, credibility, ethics and students. The Authority periodically reviews its standards and adopts the Key Performance Indicators for the Universities of the Islamic World among its references for the review and development of such standards.

Considering the five areas of action that influence the key performance indicators for higher education, namely Research, Teaching, the International Outlook, Facilities, Resources and Supporting Staff, Burkina Faso has, over 2013-2014, pushed through a reform of the higher education sector by adopting some measures such as buildings and equipment, the provision of additional scholarships for students, the recruitment of new teachers (of all ranks) and the provision of training for teachers.

The National Assessment Commission of the Republic of Guinea has initiated an assessment of public and private higher education institutions in order to analyze the strengths and weaknesses

of these institutions, and list their successes based on the physical, environmental, educational and scientific aspects as well as on governance and training programmes.

Higher education in the Comoros was marked by innovations at the University of Comoros. A branch of this university was established in the island of Mohéli, in October 2012, with two specialties: one in business and administration management, and the other in primary education teachers' training. However, the research sector suffers from inadequate human resources, logistics and budgetary allocation, in addition to the lack of an accreditation and assessment body, the absence of the culture of evaluation and lack of assessment mechanisms of researchers and research units.

The Ministry of Higher Education, Kingdom of Saudi Arabia, being the Chairman, called the First Meeting of the High Level Quality and Accreditation Committee to Follow-up Implementation of "Key Performance Indicators" in OIC Member States was called in Jeddah, Kingdom of Saudi Arabia, on 7-8 May 2014. The Meeting passed a set of recommendations and also constituted the term of reference for the committee. The report of the meeting as well as the Term of Reference of the Committee were submitted for consideration by the Consultative Council for Implementation of the Strategy for Science, Technology and Innovation in the Islamic Countries, held at ISESCO's Headquarters, Rabat, Kingdom of Morocco, on 9-10 October 2014. The Members of the Consultative Council approved the report and also the Terms of Reference of the High Level Quality and Accreditation Committee, which are enclosed herewith for consideration by the 7th ICMHESR.

**Report of the First Meeting of
the High Level Quality and Accreditation Committee
to Follow-up Implementation of
“Key Performance Indicators” in OIC Member States**

Jeddah, Kingdom of Saudi Arabia, 7-8 May 2014



1. The First Meeting of the High Level Quality and Accreditation Committee to Follow-up Implementation of “Key Performance Indicators” in OIC Member States was held in Jeddah, Kingdom of Saudi Arabia, on 7 – 8 May 2014.

The Meeting was convened pursuant to the Resolution of the Sixth Islamic Conference of Ministers of Higher Education and Scientific Research (Khartoum, the Sudan, 20-21 November 2012) to establish a High Level Quality and Accreditation Committee under the chairmanship of the Kingdom of Saudi Arabia to follow-up implementation of “Key Performance Indicators” in OIC Member States.

2. The Meeting was attended by representatives of OIC Member States from the three OIC regions which include the following Member States:

- Hashemite Kingdom of Jordan
- Republic of Indonesia
- Republic of Uganda
- Islamic Republic of Pakistan
- People’s Republic of Bangladesh
- Kingdom of Saudi Arabia
- Republic of Senegal
- Republic of Lebanon
- Republic of Maldives
- Malaysia
- Federal Republic of Nigeria

3. In addition to the representatives of the OIC General Secretariat, the following Subsidiary Organs, Specialized and Affiliated Institutions took part in the meeting:

- Standing Committee on Scientific and Technological Cooperation (COMSTECH)
- Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC).
- Islamic Development Bank (IDB).
- Islamic University of Technology, Dhaka, Bangladesh (IUT).
- Islamic University in Uganda (IUIU).
- ISESCO experts worked in the establishment of the KPI original documents.

4. The list of participants is attached in Annex-I.

5. Based on the decision of the Sixth Islamic Conference of Ministers of Higher Education and Scientific Research (Khartoum, the Sudan, November 2012), H.E. Dr Mohammad bin Abdulaziz Al-Ohali, Deputy Minister, Ministry of Higher Education of Kingdom of Saudi Arabia, resumed as the Chairman of the Meeting.
6. The Meeting adopted its Work Programme which is attached in Annex – II.
7. The meeting was opened with recitation of verses from the Holy Quran, followed by the address of H.E. Dr Osamah Tayyeb, President of the King Abdulaziz University on behalf of the Minister of Higher Education, Kingdom of Saudi Arabia. Dr Osamah Tayyeb expressed his appreciation at the inauguration of the meeting and hoped that the meeting will enable the experts to improve the standards of higher education and excellence of the Universities in the OIC Member States, and will reach a common vision for the advancements required to enhance the socioeconomic prosperity of the Muslim Ummah.
8. H.E. Ambassador Abdul Moiz Bokhari, Assistant Secretary General of OIC in his opening remarks referred to various achievements made by the OIC Member States collectively since the adoption of the OIC Ten Year Programme of Action. He mentioned few of the achievements such as R & D intensity for the OIC member countries average 0.81% in 2011 as compared to 0.20% in 2000; publishing over 90,000 articles in 2011 as compared to around 20,000 articles in 2000; and increase in patents applications. In this regard, he called upon all the participants to work together and share best practices to improve performance and quality of higher education in their respective countries.
9. Dr Razley Mohd Nordin, Consultant, Department of Science and Technology OIC General Secretariat, on behalf of ISESCO, read the opening statement of His Excellency, Dr. Abdulaziz Othman Altwajjri, Director General of ISESCO, in which he indicated that Universities play a significant role in transition towards knowledge-based economy through serving as engines of knowledge generation, innovation in technologies and development of enterprises, whereby the enculturation of Quality Assurance, knowledge in academia, research and innovation should be utilized as a platform to bring the Ummah to move forward in correlation with the world's progress in science and technology.
10. H.E. Dr Mohammad Bin Abdulaziz Al Ohali, Deputy Minister, Ministry of Higher Education of Kingdom of Saudi Arabia, took the floor and stated that he was honored to chair the Committee's proceedings. He indicated that the responsibility of Committee will not be to follow up and record the progress made by the Universities of OIC Member States with regard to KPI, but also to help in improving the quality of higher education and achieve excellence in all fields of knowledge. This aim will be achieved through collective wisdom, prioritizing the adoption of KPI and building the capacity of the higher education systems of the Members States.

11. Dr Razley Mohd Nordin, on behalf of ISESCO reported on the actions taken by ISESCO to implement the Key Performance Indicators (KPI) document.

12. Sharing Experiences and Exchange of Knowledge:

The members of the Committee took turn to present quality assurance and accreditation system applicable in their respective countries. Some of the countries have elaborated system while some countries have simple accreditation system. The presentations are available for reference on request and summary will be posted at the proposed website.

The representatives of OIC institutions presented their activities related to quality assurances and accreditation.

The OIC Universities made presentations on quality assurance and accreditation system applicable in their respective universities. The IUIU is subjected to the National Uganda Quality Assurance and Accreditation System as well as the East Africa Quality Assurance and Accreditation System. In this regard, students from the IUIU are free to transfer to other universities within East Africa Region. The IUT is using the KPI document to improve its academic and managerial quality.

All the presenters are expected to submit summary of their presentations to the Chair of the Committee latest by end of May 2014. The summaries will be attached to a report to be presented to the 7th Islamic Conference of the Ministers of Higher Education and Scientific Research, scheduled in December 2014 in the Kingdom of Morocco.

13. Challenges to implement KPI:

The Committee discussed and exchanged views on various challenges to apply the KPI and made several proposals:

- a. **Implementation of KPI:** OIC Member States are encouraged to use the KPI document as guide to improve the quality of their institutions of higher learning. Each institute of higher learning should translate the KPI into actions;
- b. **Awareness Raising:** Although the KPI is a well-prepared document, the awareness on the document in OIC Member States is limited. In this regard, there is a need to set up a sound promotion strategy for the KPI document in OIC member countries. In addition, the Committee proposed that workshops be organized in each of the three regions of the OIC to introduce and create awareness on the KPI;
- c. **Development of a Strategy Plan to Implement the KPI:** Due to remarkable differences across OIC Member States in their higher education systems and infrastructure, a strategy document should be prepared to include specific items/recommendations for the sub-regions of the OIC group or for Member States with similar higher education systems;

- d. Alliances of Institutions of Higher Education:** It was proposed to utilize the existing alliances and programmes of the Federation of Universities of Islamic World, the OIC Educational Exchange Programme, IDB Scholarship Programmes, Erasmus Mundus etc; to strengthen cooperation and collaboration between institutions of higher learning in the Islamic World to fully realize implementation of the KPI.
- e. Collaboration among Institutions of Higher Education:** It was proposed that institutions of higher education in the OIC have to collaborate closely in implementing the KPI, including exchange of visits and sharing of experiences in quality assurance practices. Aspiration was also echoed towards a study to examine the possibility of credits transfer among universities in the OIC Member States;
- f. Establish a Dedicated Website** to post all information related to implementation of KPI which include minutes of meetings of the Committee, various presentations and other relevant information;
- g. Formation of a Virtual Working Group** to share experience and knowledge on implementation of KPI. This common online platform (i.e. a dedicated website, email group, online forum, and LinkedIN group) will encourage exchange of ideas, experience, and best practices among the Committee members and could contribute to increase the awareness about the KPI. The virtual Working Group could also discuss type of activities to overcome challenges;
- h. Target Setting/Benchmarking:** The report to be submitted by Member States will cover several metric indicators. In order to assess the improvements objectively and in a comparable manner, it is proposed to set certain common targets to be achieved like MDGs. The universities in the Member States could cluster into different groups based on their initial performance, and then provide each group with some realistic benchmarks. Therefore, it is proposed to conduct a survey on the Relevance of Key Performance Indicators for the OIC Member States and a survey on the Prioritization of Recommendations listed in the KPI document. SESRIC could design and circulate the questionnaires;
- i. Pilot Project:** It was proposed to involve a limited number of pilot countries/ universities in the initial implementation phase. The four affiliated universities under OIC, namely the Islamic University of Technology, Dhaka, Bangladesh (IUT); the Islamic University in Uganda (IUIU); Islamic University in Niger (IUN) and International Islamic University Malaysia (IIUM) are to pilot application of the KPI at their respective universities.
- j. Setting Incentives:** The implementation of KPI could be enhanced by including possible incentives for the achievers of the proposed targets both at the university and country level.

14. Moving Forward:

The Committee deliberated on the way forward to implement the KPI and made the following recommendations:

- a. **Regular Reporting and Monitoring:** The implementation of KPIs should be reported regularly and to national authorities of higher education and a summary to ISESCO/OIC fora.
- b. **National Focal Point:** The Committee deliberated on effective and efficient ways and means to communicate and gather reports from all Member States. It was proposed that all Member States should nominate a national focal point, responsible for quality assurance and accreditation in their respective country;
- c. **Peer Review on Improvements:** The Peer Review mechanism may be established to visit universities and assess the improvements achieved after implementation of the KPI;
- d. **Capacity Building Programmes/Workshops/Training:** SESRIC is to organize a University Capacity Building Programme where the universities can be matched based on their needs and capacities. (i.e. twinning programme). This will also increase the mobility among the universities in OIC Member States as targeted by OIC Vision 1441H;
- e. **Terms of Reference of the Committee:** The Committee should have a Terms of Reference to guide its work and deliberation, clear objectives and roles, ensuring continuity, clear channel of communications, membership of the committee; reporting mechanism etc. It was proposed to invite all regional quality assurance and accreditation bodies to join the committee.

15. Conclusions:

- a. The Committee expressed satisfaction over the role of their respective governments with regard to quality assurance in Higher Education and welcomed the adoption of KPI in quality assurance exercises of universities in several Member States. Although, in some countries the established mechanisms do not match exactly with the KPI;
- b. The members of the High Level Quality and Accreditation Committee need to be formalized. In this regard, Terms of Reference of the Committee would serve the purpose;

16. Recommendations:

The Committee decided to cluster the various recommendations into three actions:

- a. Immediate actions:
 - i. Finalizing the Minutes of the First Meeting of the High Level Quality and Accreditation Committee. The Minutes will be adopted through circulation;

- ii. Each presenter is required to submit maximum 2 pages, before end of May 2014, The summaries will be attached to report to the 7th Islamic Conference of the Ministers of Higher Education and Scientific Research;
 - iii. The Term of Reference of the High Level Quality and Accreditation Committee will be finalized through circulation;
 - iv. ISESCO to conduct at least one regional workshop in 2014 to introduce and create awareness on the KPI;
 - v. SESRIC to design and conduct Survey on the Prioritization/relevancy of Recommendations Listed in the KPI Document;
 - vi. ISESCO to create a dedicated website on KPI.
- b. Short Term Actions:**
- i. Preparation of a report on status of implementation of KPI for consideration by the 7th Islamic Conference of the Ministers of Higher Education and Scientific Research;
 - ii. Establishment of Working Group to share experience and knowledge on implementation of KPI;
 - iii. Preparation of a strategic plan to implement the KPI.
- c. Medium and Long Term Actions:**
- i. The actions on the remaining recommendations are envisaged to be considered at later stage.
17. The participants in the Meeting expressed their profound gratitude to H.E. Dr Khalid Ibn Mohammad Al Anqari, Minister of Higher Education, Kingdom of Saudi Arabia for kindly patronizing the Meeting, and to H.E. Dr Osamah Tayyeb, the President of the King Abdulaziz University for his guidance in the speech he delivered at the opening ceremony.
18. The participants in the Meeting expressed their appreciation to H.E. Dr Mohammad Bin Abdulaziz Al-Ohali, Deputy Minister of Higher Education, Kingdom of Saudi Arabia, the Chairman of the High Level Quality and Accreditation Committee for his wisdom and sagacious stewardship of the deliberations as well as to the King Abdulaziz University of the Kingdom of Saudi Arabia for the warm welcome and the generous hospitality extended to the delegations, as well as for all the arrangements made to ensure successful proceedings of the meeting.
19. At the close of its proceedings, the Organizing Committee expressed thanks and gratitude to the Custodian of the Two Holy Mosques, King Abdullah Bin Abdul Aziz Al Saud of the Kingdom of Saudi Arabia, for steadily supporting the joint Islamic action.

**High Level Quality and Accreditation Committee to
Follow-up Implementation of
“Key Performance Indicators” in the OIC Member States**

Terms of Reference



Background

The quest for knowledge is a pillar of the Islamic Faith, and knowledge and its pursuit have today assumed augmented importance in promoting knowledge-intensive world.

The 8th Session of the Islamic Summit Conference held in Tehran, Islamic Republic of Iran in December, 1997, adopted the Strategy for Science, Technology and Innovation in Islamic Countries, which was further updated by the 4th Islamic Conference of Ministers of Higher Education and Scientific Research held in Baku, Republic of Azerbaijan, in October, 2008. The Strategy recognized universities as fountains of knowledge, education, scholarship, research and technology development and places greater emphasis to improving higher education sector for greater self-reliance.

The 10th Session of the Islamic Summit held in Putrajaya, Malaysia in 2003 adopted Vision 1441 on Science and Technology which declared that the OIC Member States will become a community that values knowledge, and is competent in advancing Science and Technology and in utilizing it to enhance the socioeconomic well-being of their people. The Vision set targets of achieving competent workforce of at least 1441 engineers, researchers and scientists per 1 million population by 1441 H; achieving at least 14% of world's scientific output by the year 1441 H and achieving investments in R & D of at least 1.4 % of GDP.

The Third Extraordinary Islamic Summit held in Makkah-al-Mukaramah in December 2005 adopted the OIC Ten-Year Programme of Action. The Programme calls for effectiveness of the educational institutions and curricula at all levels in the OIC Member States through quality improvements. It was realized that a mechanism is required to implement the decision through encouraging the universities of the OIC countries to improve their standards of quality, especially the universities with potential to become world class universities to be ranked amongst Top 500 World Universities.

An informal meeting was held alongside the 3rd Islamic Conference of the Ministers of Higher Education and Scientific Research, held in Kuwait City, the State of Kuwait on 20 November 2006 discussed procedures and mechanisms of improvement of universities' performance. The meeting resulted in the constitution of a technical experts' team for provision of technical solutions to motivate the Member States towards maintaining high standards of quality in higher education that promote creativity, innovation, research and development.

The Technical Experts' Meeting was convened in Tehran, the Islamic Republic of Iran on 19-21 February 2007 to draft a ranking document containing proposed criteria, procedures and mechanisms to be considered for ranking of universities in the OIC region. The draft document was distributed to all OIC Member States for comment, as reference for the Seminar of OIC Member States held in Tehran, the Islamic Republic of Iran on 29-30 April 2007.

The consultation with representatives of the OIC Member States resulted in a detailed review of the document with the aim of seeking consensus on the proposed criteria, procedures and mechanisms for ranking of universities. The document was amended to integrate the comments received from Member States, and was submitted to the Fourth Islamic Conference of Ministers Higher Education and Scientific Research, held in October 2008, in Baku, Republic of Azerbaijan. The Conference recommended further analysis of the document.

The 37th Session of Council of Foreign Ministers of the OIC Member States (Damascus, Arab Syrian Republic, May 2009) requested the OIC General Secretariat to convene an extraordinary meeting of the Ministers of Higher Education and Scientific Research, in collaboration with ISESCO. The Kingdom of Saudi Arabia offered to host the Extraordinary Meeting of the Ministers of Higher Education and Scientific Research in Riyadh. A preparatory Technical Meeting of experts was held in Riyadh on 24-25 April 2010. The criteria, procedures and mechanisms for OIC university ranking document was amended and transformed into “Key Performance Indicators for Universities in the Islamic World to compete with world class universities”.

The 5th Islamic Conference of Ministers of Higher Education and Scientific Research (Kuala Lumpur, 19th-20th October 2010) paid a special attention to enculturation of quality in higher education and demanded the universities in the Islamic world to bring excellence in higher education as well as to reorient their procedures and mechanisms to best suit the international standards and criteria by paying attention to the “Key Performance Indicators” so as to reposition them in better ranks among the community of world class universities. The Conference reviewed the recommendations of the Technical Meeting of Experts and requested the OIC General Secretariat and ISESCO to prepare a draft document on “Key Performance Indicators for the Universities in the Islamic World”, and present it to the Extraordinary Islamic Conference of the Ministers of Higher Education and Scientific Research, to be hosted by the Kingdom of Saudi Arabia.

The Extraordinary Session of Islamic Conference of the Ministers of Higher Education and Scientific Research (Riyadh, October 2011) adopted the document on “Key Performance Indicators: Guidelines for Assessment, and Quality Enhancement for Universities in the Islamic World”. The Extraordinary Conference decided to organize seminars and workshops to generate awareness about the KPI document, and called upon Member States to accord due priority to KPI, urging them to facilitate their higher education quality assurance systems, to bring excellence in university education and establish academic linkages to capitalize on scientific and technological innovation, quality and accreditation drivers in attaining global educational excellence. The conference requested ISESCO and OIC to organize regularly a high level Quality and Accreditation Experts Meeting consisting of Member States and the concerned Islamic Organizations to set up an appropriate mechanism for the follow-up of the implementation of KPI for valorizing scientific and technological innovation, global quality and accreditation in the universities of the Islamic world.

The Sixth Islamic Conference of the Ministers of Higher Education and Scientific Research (Khartoum, Republic of the Sudan, 20-21 November 2012) approved setting up of a High level Quality and Accreditation Committee of OIC Member States to follow-up on the progress achieved in the implementation of the “Key Performance Indicators” document and appointed the Kingdom of Saudi Arabia as the Chairman of the Committee.

Article 1: Objectives

- 1.1 To follow-up on the progress achieved in the implementation of the “Key Performance Indicators” document;
- 1.2 To review reports submitted by the respective member countries and OIC-Affiliated Universities on the implementation of the KPI;
- 1.3 To follow-up requests by the respective countries and OIC-Affiliated Universities on the need to conduct workshops and capacity building in quality assurances;
- 1.4 To improve the KPI document based on feedbacks received;
- 1.5 To achieve convergence among OIC Member States with the alignment of technical requirements, approaches and regulatory cooperation using the KPI and best practices towards improving the quality assurance and accreditation in OIC Member States.
- 1.6 To assist the Islamic Conference of the Ministers of Higher Education and Scientific Research (ICHESR) in the harmonization of the relevant quality assurance and accreditation process applicable in the OIC Member States;
- 1.7 To facilitate in the introduction of quality assurance and accreditation process that conform to standards which are acceptable to OIC Member States;
- 1.8 To provide a platform for sharing of technical expertise and technology in the quality assurance and accreditation through training courses, seminars, attachment trainings, study visits and other related activities;
- 1.9 To establish various technical working groups in relevant technical areas to assist the High Level Quality and Accreditation Committee. The working groups will meet as required.

Article 2: Scope

The scope of the High level Quality and Accreditation Committee shall include the following:

- 2.1 Harmonization of quality assurance and accreditation process in the three OIC regions towards the development of common technical requirements and dossiers to allow transfer of credits between institutions of higher learning within the OIC;

- 2.2 Formation of the various Technical Working Groups (TWGs) and coordination of the activities among them;
- 2.3 Addressing issues relating to introduction and implementation of quality assurance and accreditation in the OIC Member States;
- 2.4 Promoting and establishing network for the purpose of information sharing activities among OIC Member States.

Article 3: Roles and functions of the High level Quality and Accreditation Committee:

The High level Quality and Accreditation Committee, which will report to the Islamic Conference of the Ministers of Higher Education and Scientific Research (ICHESR) through the Consultative Council for Implementation of the Strategy for Science, Technology and Innovation in Islamic Countries, shall:

- 3.1 Develop a harmonized approach to introduce and ensure implementation of quality assurance and accreditation for use in OIC Member States;
- 3.2 Share best practices in quality assurance and accreditation;
- 3.3 Identify regulatory areas for cooperation;
- 3.4 Provide a platform to share and discuss issues that lead to common quality assurance and accreditation approaches among the OIC Member States.

Article 4: The Membership of the High level Quality and Accreditation Committee:

- 4.1 Five OIC Member States from each of the three OIC Regions – Africa, Arab and Asia region, will serve for two years with maximum of four years;
- 4.2 OIC General Secretariat and Institutions (COMSTECH, SESRIC, IDB, ISESCO (including Federation of the Universities of the Islamic World -FUIW), IUT, IUN, IUIU, IIUM);
- 4.3 Regional Quality Assurance and Accreditation Groups (Association of Quality Assurance Agencies of the Islamic World (AQAAIW); International Network for Quality Assurance Agencies in Higher Education (INQAAHE); African and Malagasy Council for Higher Education (CAMES); Arab Network for Quality Assurance in Higher Education (ANQAHE); ASEAN Quality Assurance Network (AQAN); Central Asian Network for Quality Assurance and Accreditation (CANQA);
- 4.4 Invitees – Any other members if deemed necessary.

Article 5: Structure of the High level Quality and Accreditation Committee

The High level Quality and Accreditation Committee functions under the authority of and guided by Islamic Conference of the Ministers of Higher Education and Scientific Research (ICHESR) (see Annex I).

5.1 The High level Quality and Accreditation Committee will consist of:

- 5.1.1 Chair, the Kingdom of Saudi Arabia;
- 5.1.2 Two (2) Vice Chairs, who shall not be from the same OIC Member State or Region;
- 5.1.3 Delegation of five OIC Member States from the three OIC regions shall comprise two (2) delegates representing the Ministry of Higher Education and the Quality Assurance and Accreditation Authority of each Member State;
- 5.1.4 Representative(s) from the OIC General Secretariat and OIC Institutions:
 - The Islamic Development Bank (IDB);
 - The OIC Standing Committee on Scientific and Technological Cooperation (COMSTECH);
 - The Islamic Educational, Scientific and Cultural Organization (ISESCO);
 - The Federation of the Universities of the Islamic World (FUIW);
 - The Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC);
 - The Islamic University of Technology, Dhaka, Bangladesh (IUT);
 - The Islamic University in Uganda (IUIU);
 - The Islamic University in Niger (IUN);
 - The International Islamic University Malaysia (IIUM).
- 5.1.5 Representative from Regional Quality Assurance and Accreditation Groups:
 - Association of Quality Assurance Agencies of the Islamic World (AQAAIW);
 - International Network for Quality Assurance Agencies in Higher Education (INQAAHE);
 - African and Malagasy Council for Higher Education (CAMES);
 - Arab Network for Quality Assurance in Higher Education (ANQAHE);
 - ASEAN Quality Assurance Network (AQAN);
 - Central Asian Network for Quality Assurance and Accreditation (CANQA).

5.1.6 Experts;

5.1.7 Others.

5.2 Technical Working Groups may be established to assist the High level Quality and Accreditation Committee.

Article 6: Duties and Responsibilities

6.1 The Chair shall ensure that all decisions made are based on resolutions agreed upon during the meeting. The Chair shall also ensure that the interests of all Member States are respected or protected and keep discussions to the point;

6.2 The Vice-Chairs shall assist the Chair in all Meetings. In the absence of the Chair, one of the Vice Chairs by acclamation shall assume the duties and responsibilities of the Chair;

6.3 The Chair/Vice Chairs shall report to the ICMHESR on the proceedings and the decisions made during the High level Quality and Accreditation Committee for approval by the ICMHESR;

6.4 The secretariat of the Committee will be at the Headquarters of ISESCO. Its duties shall include:

- i. Preparing to convene the High level Quality and Accreditation Committee Meeting;
- ii. Preparing draft resolutions or decisions or recommendations of the Meeting;
- iii. Submitting requests and forwarding decisions of the meeting for approval by the ICMHESR;
- iv. The Chair of the various Technical Working Groups which will coordinate the training needs of OIC Member States and present a report to the High level Quality and Accreditation Committee Meeting.

Article 7: Meetings and Reports

7.1 The High level Quality and Accreditation Committee shall meet at least once a year;

7.2 At the conclusion of each meeting, the High level Quality and Accreditation Committee will determine the time, date and venue of its next meeting;

All expenses for attending the meeting shall be borne by individual OIC Member States, OIC-Affiliated Universities and Regional Groups;

- 7.4 The decisions of the Meeting shall be achieved only through resolutions or consensus;
- 7.5 The meeting's report shall be submitted to the Consultative Council for the Implementation of the Strategy for Science, Technology and Innovation in Islamic Countries and subsequently to the ICMHESR.

Article 8: Terms

- 8.1 The term of office of the Chair and Vice Chairs shall be for a period of two (2) years and may be re-elected/elected by majority of OIC Member States attending the meeting.

Proposed Framework of the High Level Quality and Accreditation Committee to Follow-up Implementation of “Key Performance Indicators” in the OIC Member States

