



THE COUNCIL OF HIGHER EDUCATION

CHALLENGES TO THE TURKISH HIGHER EDUCATION SYSTEM

Prof. Dr. Yusuf Ziya Özcan
President of the Council of Higher Education of Turkey

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OVERVIEW

- Introduction to the Higher Education in Turkey
- New Trends and Challenges in Higher Education in the World
- Current Developments and Challenges in the Turkish Higher Education Beyond 2011



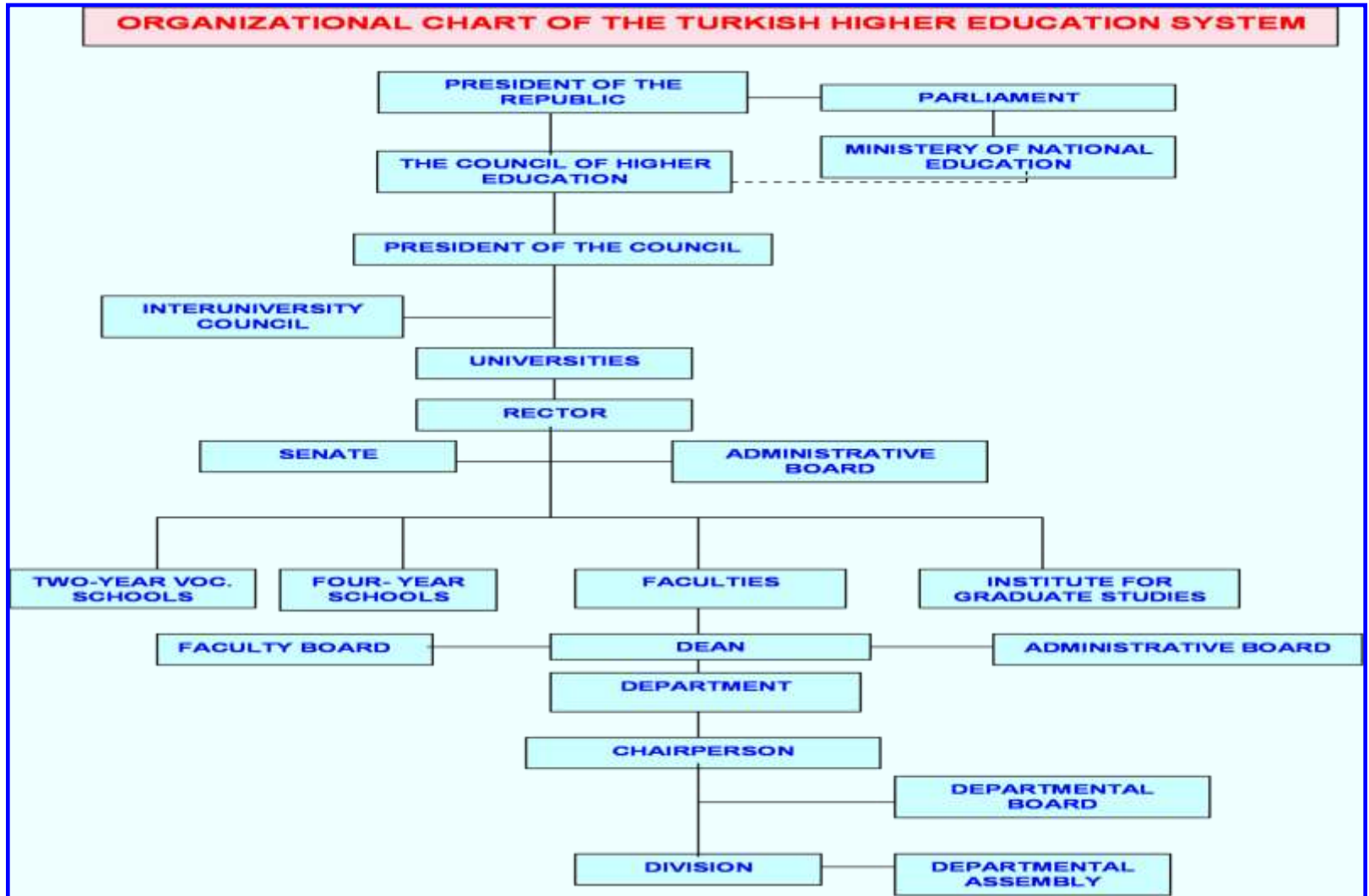
HIGHER EDUCATION IN TURKEY: Organisation & Structure

UPPER BODIES OF HIGHER EDUCATION:

- The Council of Higher Education (CoHE, YÖK)
 - The Inter-university Council (IUC, ÜAK).
- CoHE is a fully autonomous corporate public body, which has no political or Governmental affiliation and composed of 21 members, responsible for
- ✓ Planning
 - ✓ Coordination
 - ✓ Governance and
 - ✓ Supervision of higher education
- within the provisions set forth in the Constitution (Articles 130 and 131) of the Turkish Republic and the Higher Education Law (Law No. 2547).
- ÜAK is an academic advisory and a decision-making body in some academic matters and composed of rectors and one elected professor of each HEI.



HIGHER EDUCATION IN TURKEY: Organisation & Structure



THE COUNCIL OF HIGHER EDUCATION

HIGHER EDUCATION IN TURKEY: Higher Education Institutions

- Turkish Higher Education was unified in 1982 by Law Number, with changes in time designating three types of HEIs to be established as:
 - State Universities
 - Foundation Universities (private, non-profit)
 - Two-year Foundation Vocational Schools (private, non-profit)

and all these are to be governed by the same higher education law.

- Universities are founded by law to be enacted by the Parliament upon the recommendation of the CoHE to the MoNE and the approval of the cabinet.
- The faculties, graduate schools (institutes) and the four-year (vocational/professional) higher schools are founded by the decision of the Cabinet.
- Establishment of the two-year vocational higher schools as well as the opening of degree programmes within the academic units at any level are subjected to ratification by the CoHE upon application of the HEIs.



HIGHER EDUCATION IN TURKEY: Higher Education Institutions

- In state universities, the rector is appointed by the President of the Republic from among three candidates holding the academic title of professor, selected by the faculty members.
- Foundation universities are required to conform to the basic academic requirements and structures set forth in the law no: 2547. Apart from this, they are free to manage their own affairs according to the rules and regulations adopted by their boards of trustees. The boards of trustees appoint the rectors and the deans. The appointment of the rectors, however, is subject to the consent of the CoHE.



HIGHER EDUCATION IN TURKEY: Higher Education Institutions

The Number of HEIs in Turkey as of 2011*	
State Universities	103
Foundation Universities	62
Foundation 2-Year Vocational Schools	9
Others	37
<i>Total</i>	<i>211</i>



HIGHER EDUCATION IN TURKEY: Higher Education Institutions

The # of universities by years*

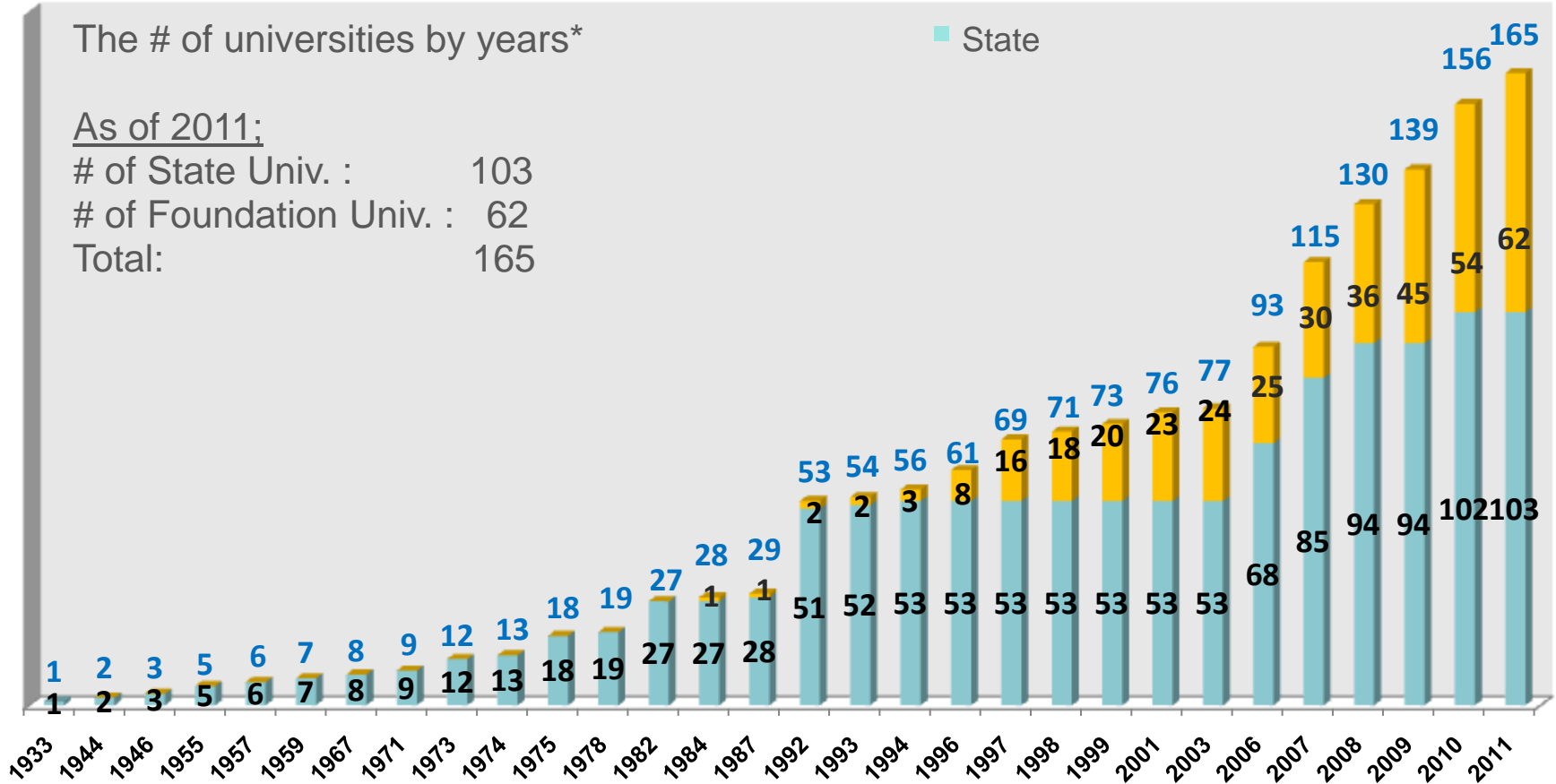
■ State

As of 2011;

of State Univ. : 103

of Foundation Univ. : 62

Total: 165



HIGHER EDUCATION IN TURKEY: Higher Education Institutions, Programmes & Qualifications

- Higher education in Turkey comprises all post-secondary education programmes, consisting of the three main cycles and the short cycle in terms of the terminology of the Bologna Process as follows:

Universities consist of:

- Graduate Schools (Institutes) offering Master's (second cycle) and Doctoral (third cycle) degree programmes & qualifications
 - Faculties offering bachelor's degree (first cycle) programmes & qualifications
 - Four-year schools offering bachelor's degree (first cycle) programmes & qualifications with a vocational emphasis,
 - Two-year vocational schools offering associate's degree (short cycle) programmes & qualifications of a strictly vocational nature.
-
- Medical specialty training programmes equivalent to Doctorate level programmes are carried out within the faculties of medicine, university hospitals and the training hospitals owned by the Ministry of Health and the Social Insurance Organization.



HIGHER EDUCATION IN TURKEY:

Access to Higher Education

▪ For National Students:

Admission to undergraduate degree programmes is centralized and based on a nation wide two-stage examination administered by the Student Selection and Placement Center (ÖSYM).

Admission to postgraduate programmes are directly conducted by the HEIs within the frameworks of the publicly available national and institutional regulations.

▪ For Foreign Students:

Admission of foreign students to undergraduate degree programmes was used to be centrally managed via an examination called the Examination for Foreign Students (YÖS) organized by ÖSYM by 2010. However, since 2010, admission of foreign students to the programmes at all levels of HE can be done by direct applications of candidates to the HEIs and assessment by the HEIs within the frameworks of the publicly available national and institutional regulations.



HIGHER EDUCATION IN TURKEY: Student Enrollment*

Programmes	# of Students	(%)
<i>Associate (short cycle)(Inc. DE*)</i>	1.042.350	29,54%
<i>Bachelor (first cycle) (Inc DE*)</i>	2.280.209	64,61%
<i>Master (second cycle)</i>	140.043	3,97%
<i>Doctorate (third cycle)</i>	44.768	1,26%
<i>Specialty in Medicine (third cycle)</i>	21.964	0,62%
Total	3.529.334	100%

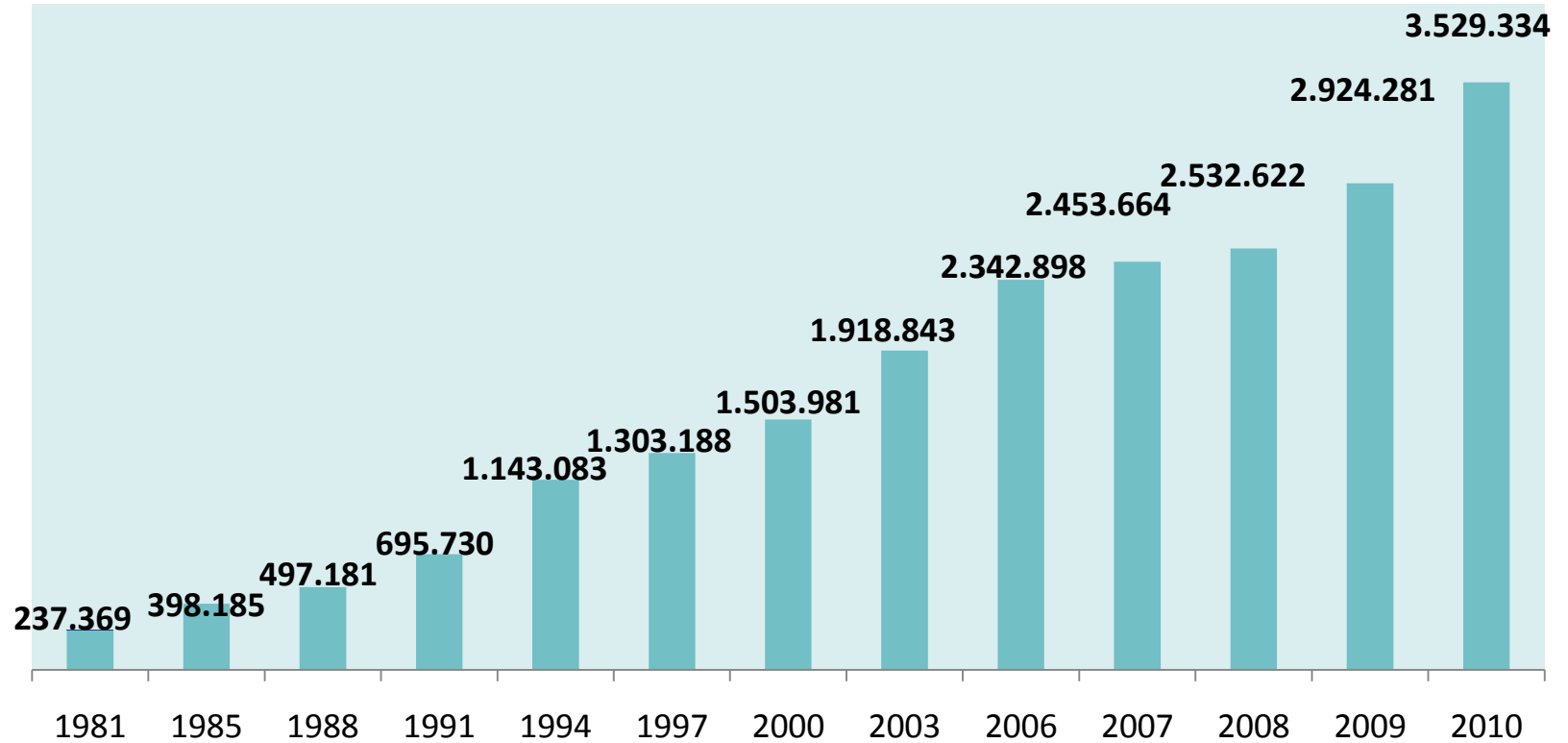
Programmes	# of Students	(%)
<i>Associate (short cycle)(Excl. DE*)</i>	613.077	31,09%
<i>Bachelor (first cycle) (Excl.DE*)</i>	1.152.265	58,43%
<i>Master (second cycle)</i>	140.043	7,10%
<i>Doctorate (third cycle)</i>	44.768	2,27%
<i>Specialty in Medicine (third cycle)</i>	21.964	1,11%
Total	1.972.117	100%

The share of number of students studying in Associate's & Bachelor's degree programmes on distance education of the Open Education Faculty of Anadolu University in the total numbers of students studying at the same level of study programmes in all HEIs is about 47% and this should be reduced.

*ÖSYM HE Statistics



HIGHER EDUCATION IN TURKEY: Student Enrollment



Since 2006, student enrollments in HEIs have increased by 50%.

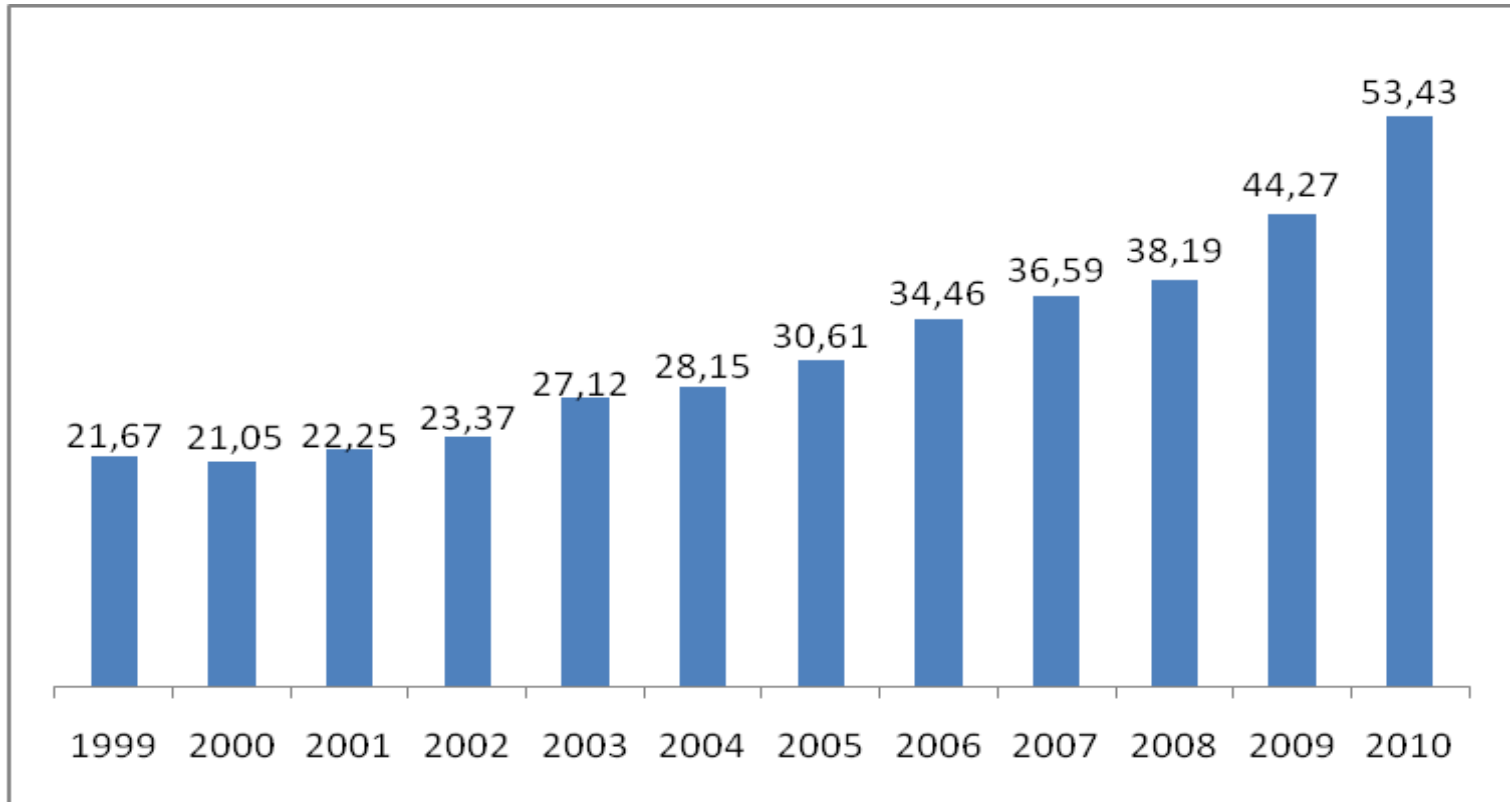
**ÖSYM HE Statistics*



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HIGHER EDUCATION IN TURKEY: Student Enrollment

The Gross Enrolment Ratio (GER) in HE in the Age Group of 18-22 *



The target for the GER in HE in the 9th Five Year Plan between 2009 and 2013 was 48%. This has been already achieved and exceeded.

** ÖSYM HE, TÜİK Population & MoNE Statistics. The number of students enrolled at graduate level studies are not included in the data.*



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HIGHER EDUCATION IN TURKEY: Student Enrollment

Number of Students in the year of 2009-2010							
HEIs/Programmes	Associate (Incl. DE)	Bachelor (Incl. DE)	Master	Doctorate	Specialty in Medicine	Total	(%)
State	988.769	2.147.044	120.997	42.260	12.920	3.311.990	93,84%
Foundation	30.894	126.101	18.466	2.147	656	178.264	5,06%
Foundation Vocational	3.565	-	-	-	-	3.565	0,10%
Others	19.122	7.064	580	361	8.388	35.515	1%
Total	1.042.350	2.280.209	140.043	44.768	21.964	3.529.334	100%

- 62 out of 164 universities are foundation universities but only 5% of the students are enrolled in foundation universities.
- On the other hand, the share of the graduate students in the higher education is about 5.8% and needs to be increased.



HIGHER EDUCATION IN TURKEY: Academic & Teaching Staff

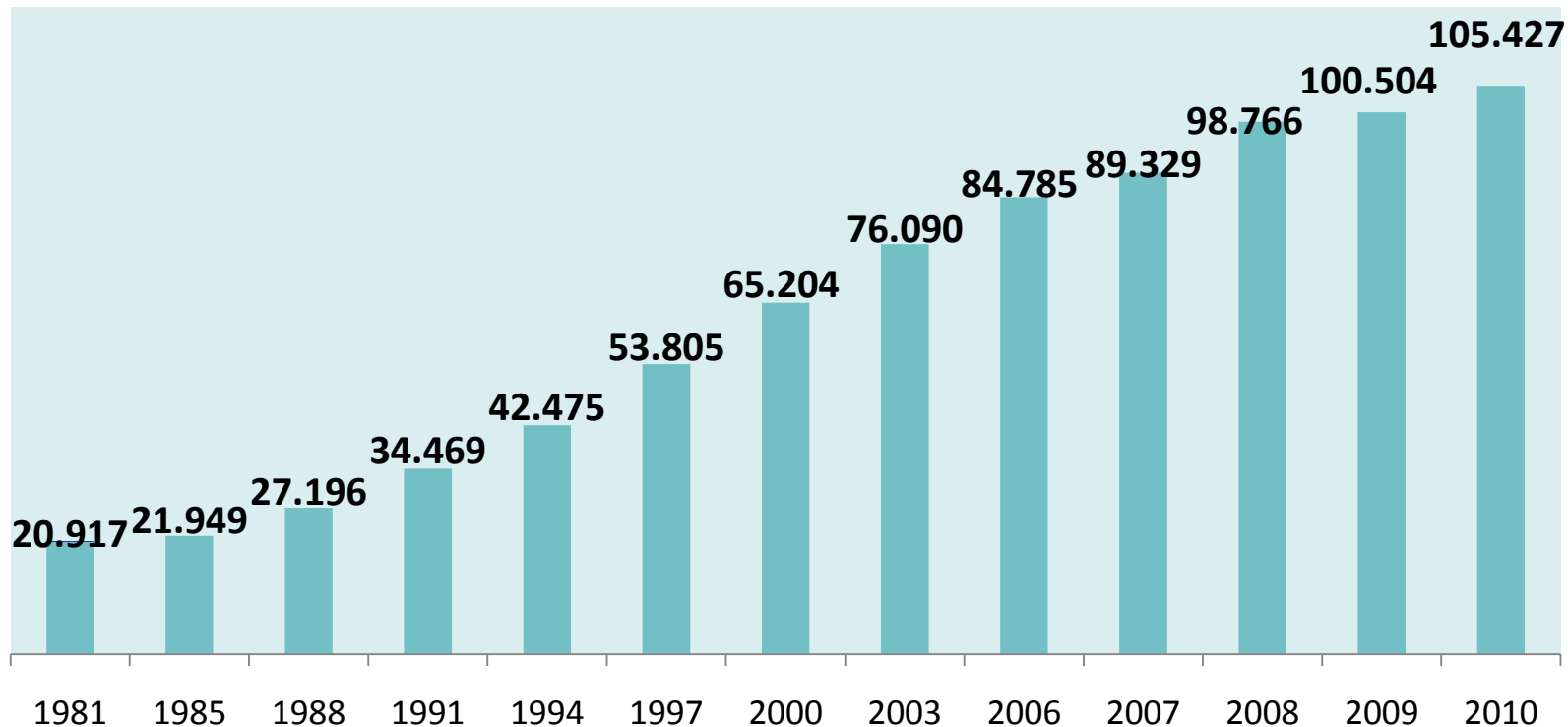
HEIs/Staff	The Number of Academic & Teaching Staff in the 2009-2010										
	Prof.	Assoc. Prof.	Assist. Prof.	Lecturer	Reader	Specialist	Research Assit.	Translator	Educ. Planner	Toplam	(%)
State	12.958	6.970	17.373	11.915	5.758	2.795	33.723	18	14	91.524	86,81%
Foundation	1.416	665	2.159	2727	1.836	136	2.039	-	3	10.981	10,42%
Foundation Vocational	5	2	5	147	15	-	3	-	-	177	0,17%
Others	192	190	246	1.649	199	204	12	-	53	2.745	2,60%
Total	14.571	7.827	19.783	16.438	7.808	3.135	35.777	18	70	105.427	100%

*ÖSYM HE Statistics



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HIGHER EDUCATION IN TURKEY: Academic & Teaching Staff



Since 2006, the increase in the number of academic and teaching staff was about 25%. With this increase number of students per teaching staff (excluding open education) has decreased to approximately the ratio of 18 approaching to the that of the OECD Average ratio of 16. But the imbalance among the fields of studies particularly in newly emerging fields still exists and it is a concern of the CoHE to compensate the gap in favour of those lagging behind.

**ÖSYM HE Statistics*



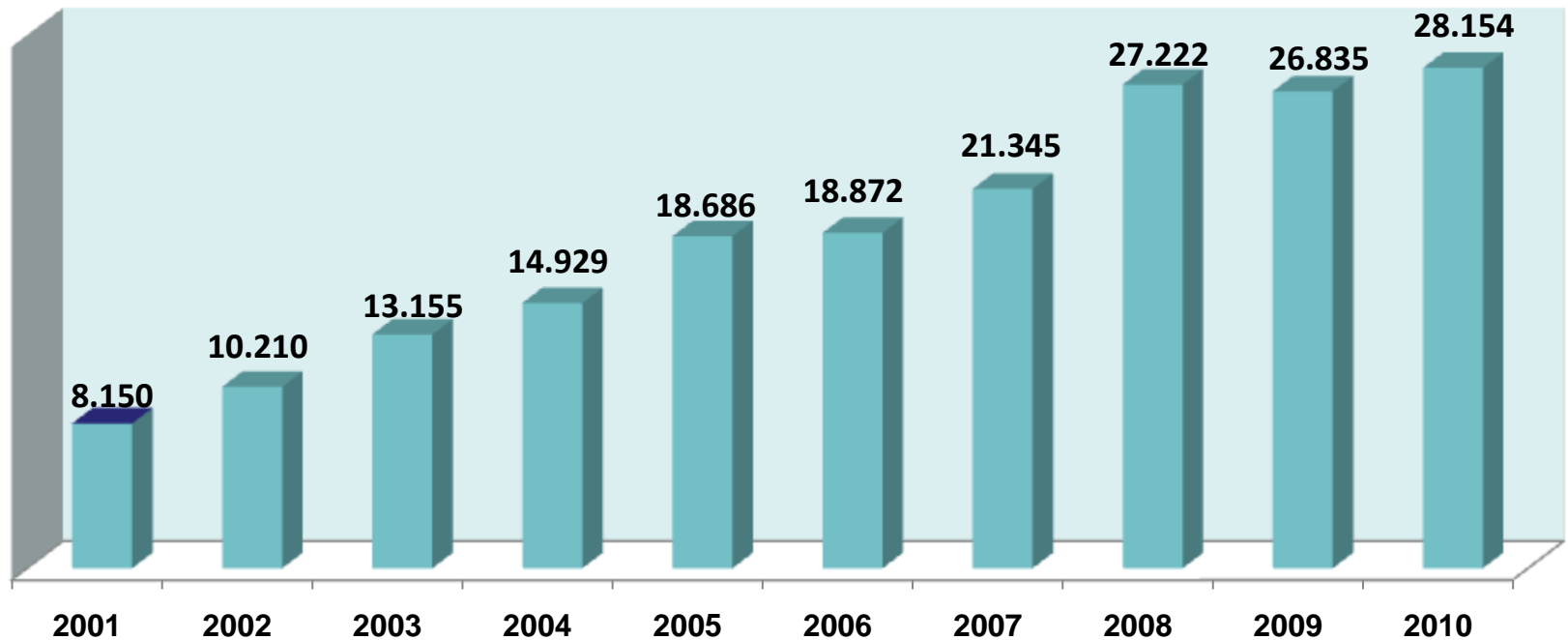
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- **2000 research assistantships for newly established universities.**
 - **7000 and 8000 additional faculty positions were created respectively in 2010 and 2011.**
 - **5000 graduate scholarships awarded to be used abroad between 2007-2011**



HIGHER EDUCATION IN TURKEY: Research Output*

The increase in the number of scientific publications in the journals covered in the international citation indexes by years



Since 2006, the increase in the number of publications in the journals covered in the international citation indexes was about 50%.

**Ulakbim, ISI-Web of Science*



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HIGHER EDUCATION IN TURKEY: Research Output*

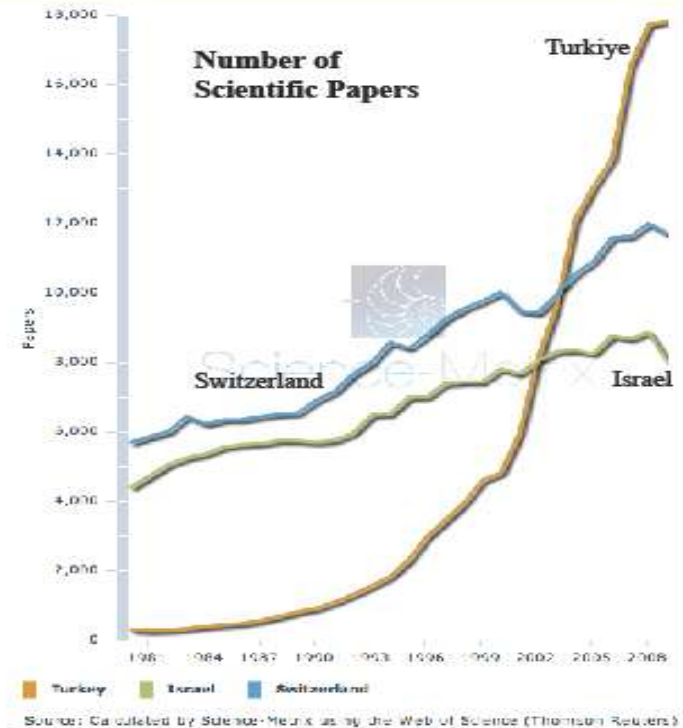
GDP & SCIENTIFIC PUBLICATIONS

Indeed, Turkiye's growth of scientific papers is very impressive!

*In the last 30 years, Turkiye increased its scientific output **8 times faster than the world average.***

Third fastest growth in the world !!!

Only trailing Iran (11 times) and S. Korea (10 times)

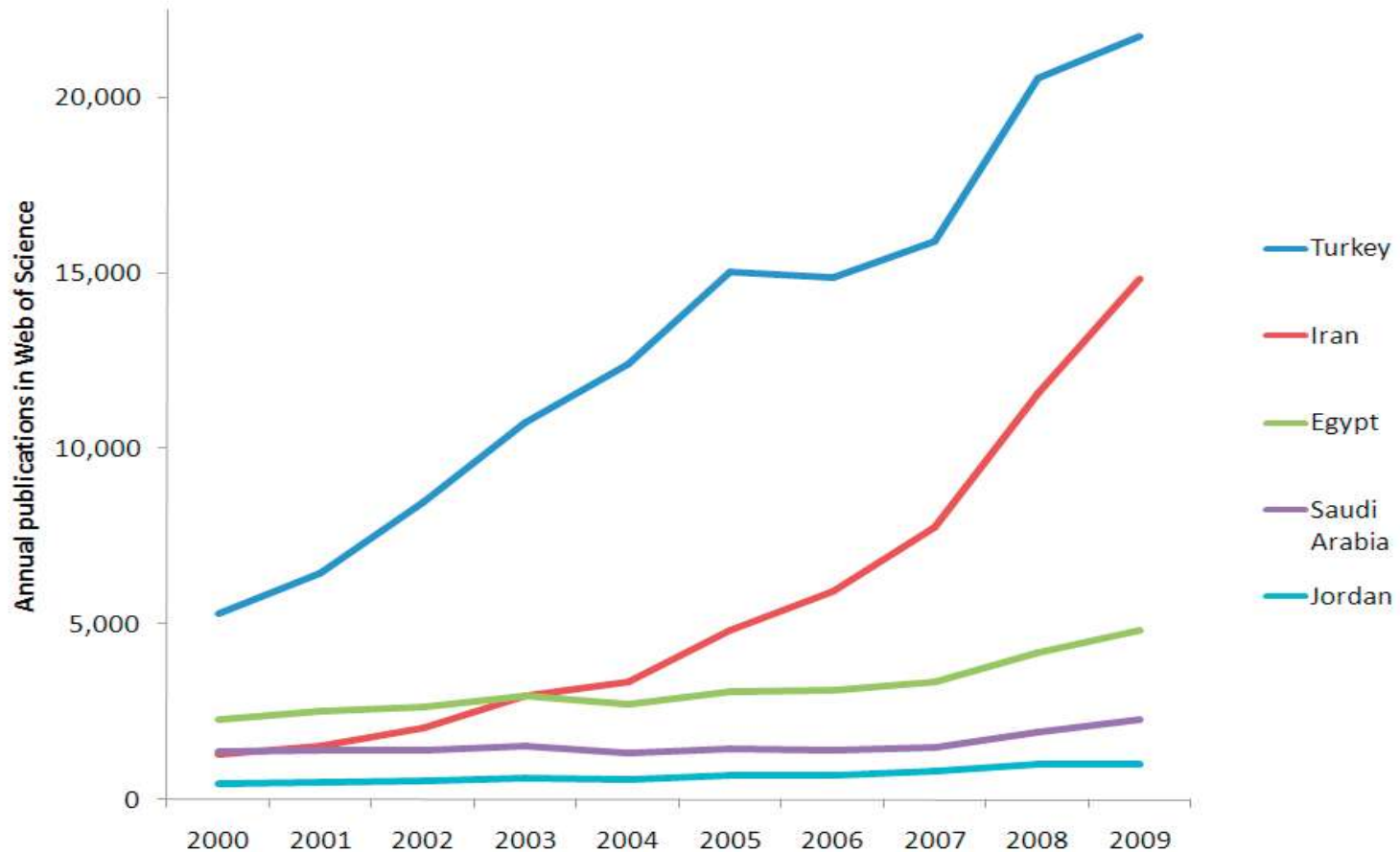


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Annual research publication output of the five most prolific countries in the Arabian, Persian & Turkish Middle East. Turkey and Iran, two of the five countries that produce more than 1,000 papers annually, also show a marked annual growth rate. Egypt, Saudi Arabia and Jordan have a substantial output but this is not growing at the same rate as the two leading countries.



HIGHER EDUCATION IN TURKEY: Research Output*

SCIENCE ≠ TECHNOLOGY

Turkiye has an imbalance and disconnect between its scientific paper and patent output.

2008 Scientific Papers

US	275,000
China	120,000
Japan	65,000
Korea	29,500
Turkiye	18,000
Switzerland	12,000
Israel	9,000

2008 US Patent Appls.

US	231,588
Japan	82,396
Korea	23,584
Israel	4,550
China	4,455
Switzerland	3,353
Turkiye	85

Despite impressive progress in scientific advancement and output, Turkiye did not show a similar performance in technological output and inventions.

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THE COUNCIL OF HIGHER EDUCATION

BALANCE BETWEEN SCIENCE & TECHNOLOGY

Turkiye has a problem converting its scientific output into technological advancement and inventions.

US Patent Applications per 1000 Scientific Papers (2008)

Japan	1,268
US	842
Korea	799
Israel	506
Switzerland	279
China	37
Turkiye	5

**Turkiye runs a major risk of being rich in Science and poor in
Technology!**

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- 
- **Research Funds: Increased by 23 % in 2011.**
 - **R&D Support by TÜBİTAK: Increased 25-fold in ten years (2000-2009).**
 - **Technoparks: A total number of technoparks reached to 39.**
 - **Development Funds are increased by 50 % to 150 %.**
 - **Budgets of newly established universities are increased by 50 %**



CHALLENGES IN TURKISH HE BEYOND 2011: Financing And Funding

- The finance of HE in Turkey:
 - Public financing is for public universities,
 - Private financing is adopted for foundation universities.

- The major source of income of public universities is the funds allocated through the annual state budget. In addition to the annual budget, provided by the state, **each university has three more sources of income.**
 - Income from the services provided by the university, such as patient care in university hospitals, and contract research, which is called a floating capital fund,
 - Income from Student tuitions towards highly subsidized services,
 - Research fund made up of a lump sum grant from the state-provided budget plus a portion of the income from the a floating capital fund and from earmarked projects given by the State Planning Organization.

- **Foundation Universities have three different sources of funding:**
 - Contribution of founding foundation,
 - Student tuitions,
 - Government aids.

- The proportional shares of these sources of funding vary from university to university.



NEW TRENDS & CHALLENGES IN HE IN THE WORLD

▪ Today, HE systems and institutions of the countries are facing a new paradigm shift from traditional perceptions about their missions and roles to a those of new ones in which which they are asked to fulfil multiple roles and show them publicly that they embarece them all. In this respect, they are getting more and more engaged in the new context of transformation driven by the CHALLENGES particullarly focusing on the issues of;

- Expansion and massification
- Internationalization
- Diversity
- Financing and Funding
- Autonomy and Accountability
- Quality Improvement, Assurance and Accreditation
- Management & Governance
- More International & Regional Cooperation
- Life-long learning
- Privatization



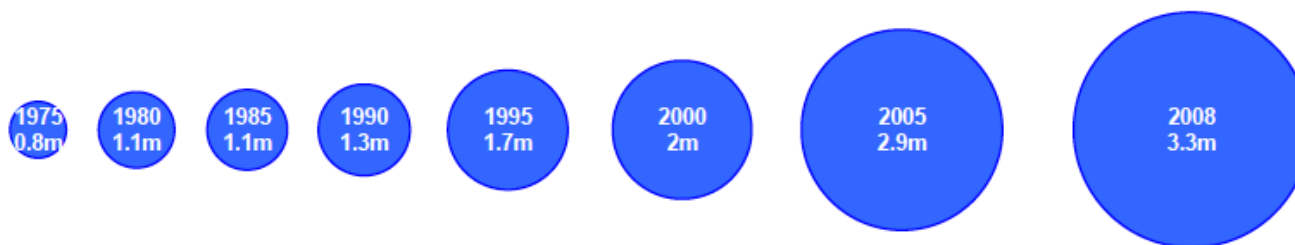
CURRENT DEVELOPMENTS AND CHALLENGES IN TURKISH HIGHER EDUCATION BEYOND 2011

- HE in Turkey is also changing in interaction with the world.
- Due to persistent higher demand for HE than supply and continuous demographic transition in favour of young generation in need of HE in Turkey, the main pressure in Turkish HE, so far, has always been the on the issue of increasing the enrolment capacity in HE. With the recent increased number of universities and capacity building in the existing ones as explained above, this has been overcome to a greater extent particularly for undergraduate studies. Now one out of 2 high school graduates enrolls the university compared to 1 out of 4 four years ago.
- The efforts to increase the number of enrolments at all levels of studies with particular attention to graduate studies is a great CHALLENGE for Turkey.
- The need for faculty is a natural result of increasing number of universities and students. Turkey needs 50.000 full-time teaching staff as of today.



CHALLENGES IN TURKISH HE BEYOND 2011: Internalisation And Academic Mobility

- Internationalization has a profound effect on today's political, economic and cultural life of the countries in the world. As HE is highly sensitive to international developments and they contribute to the internationalization of key areas in society, the international aspect of higher education is becoming increasingly important particularly for the countries with emerging economies as it is the case for Turkey.
- The global demand for international higher education is set to grow enormously.
- Worldwide, there were about 3.3 million students in 2008.
- By 2025, almost 8 million students are projected to be studying outside their home country.



Source: OECD Education at a Glance Statistics



CHALLENGES IN TURKISH HE BEYOND 2011: Internalisation And Academic Mobility

In 2008;

- 6 countries host more than 50% of international students worldwide.
- Turkish HEIs host only 0.7% of all international students and this comprise about 0.8% of all HE enrollments (excluding students of Open Education (1.557.217) and Erasmus Exchange Programme (10.388)).

Country	#of Foreign Students	Share (%)	% of Total Student Population
US	624.000	18.9	3.0
UK	336.000	10.1	15.0
Germany	246.000	7.3	12.4
France	243.000	7.5	11.2
Australia	231.000	7.0	21.0
Japan	127.000	3.8	
Turkey*	24.551	0.7	0.8

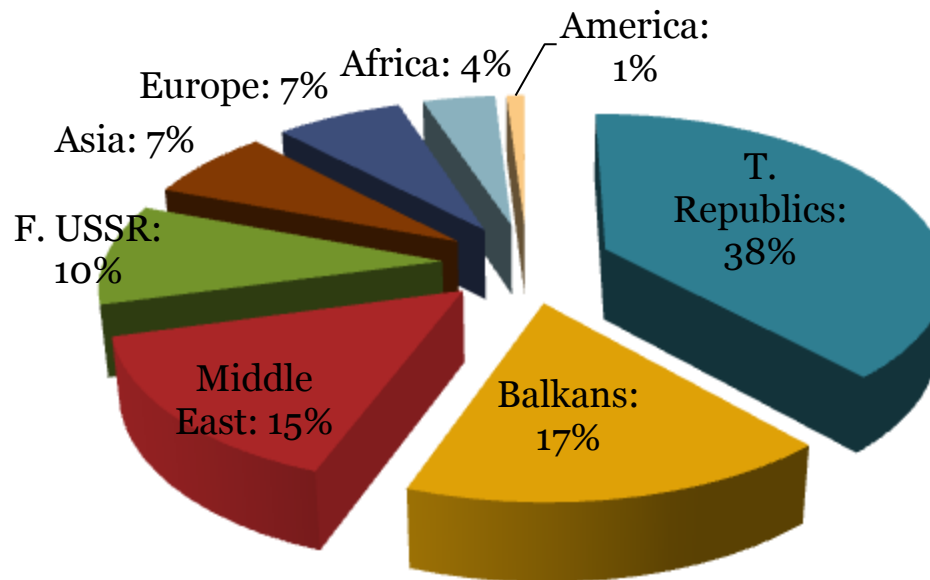
Source: OECD Education at a Glance Statistics, * The Council of Turkish HE, 2010 Data



CHALLENGES IN TURKISH HE BEYOND 2011: Internalisation And Academic Mobility

Currently:

- More than 50% of international students in Turkey from Turkic Republics, Communities and Balkan Countries due to, mainly, the closer relations and bilateral agreements and availability of grants between the countries as well as convenience of the common language spoken.
- The number of students from other origins particularly from leading countries is low and needs to be increased.



Source: OECD Education at a Glance Statistics, * The Council of Turkish HE, 2010 Data



CHALLENGES IN TURKISH HE BEYOND 2011: Internalisation And Academic Mobility

- Turkey places the internationalisation in HE at the top of its priorities and challenges.
- With a number of about 24.500 foreign students the share of Turkey's share of global demand is very low.
- The CoHE intend to increase the the number of foreign students to about 50.000 and share of global demand to 1.5% by 2015 and keep up up the expansion in the following years by taking the measures and steps forward;

- Revise the current legislation and develop future policy to promote international collaboration and mobility,
- Improve physical and human capacity in HEIs and to support international academic cooperation and mobility,
- Expand the range of the programmes available and promote the provision of education at the internationally recognised high standards for all levels of HE,
- Increase the number of joint/dual degree programmes at all levels of HE,
- Promote international research initiatives and activities,
- Develop ***promotion and marketing strategies*** to attract and recruit more international students worldwide.
- More programs in English language.



CHALLENGES IN TURKISH HE BEYOND 2011: Internalisation And Academic Mobility

- As an internalisation policy and that Turkey is currently carrying out full membership negotiations with the EU and involved in European Processes, the developments on higher education field in Turkey is also taking place in particular direction to those within the framework of **Bologna Process** and its action lines.
- Turkey joined the Bologna Process in 2001 affirming its commitment the general principles of the Process and since then actively involved in reforming the higher education in Turkey in line with the requirements set forth by its action lines.
- Current studies and challenges in this area:
- **Development and Implementation of National (Turkish) Qualifications Framework for HE:** A substantial efforts has been put into this work since 2006 and a framework has been approved by the CoHE in early 2011 and now implementations at the institutional levels have started and expected to be full completed by the end of 2012.
- **Establishment of a fully functional national system of quality assurance:** This will be explained later in the presentation.
- **Setting up national procedures for recognition of prior learning and promotion of life long learning:** This is the weakest area in higher education of Turkey since there is no national or institutional legislative framework so far has been designed to regulate for implementation of such activities. However, it has become a national priority and policy within the promotion of LLL at all levels of studies.



CHALLENGES IN TURKISH HE BEYOND 2011: Internalisation And Academic Mobility

TURKEY'S PERFORMANCE IN BOLOGNA PROCESS:

DEGREE SYSTEM	EXCELLENT (4.67)	V. GOOD (4.33)	V. GOOD (4.33)
• Stage of implementation of first & second cycle	EXCELLENT (5)	EXCELLENT (5)	EXCELLENT (5)
• Access to next cycle	V. GOOD (4)	EXCELLENT (5)	EXCELLENT (5)
• Student ratio in two degree system	EXCELLENT (5)	-	-
• Implementation of national qualifications framework	-	GOOD (3)	GOOD (3)
QUALITY ASSURANCE	ORTA (2.00)	V. GOOD (4.00)	V. GOOD (4.00)
• National implementation of standards and guidelines of QA and in the EHEA	SOME PROG: (2)	EXCELLENT (5)	-
• Stage of development external quality assurance system	SOME PROG. (2)	V. GOOD (4)	GOOD (3)
• Level of Student participation	SOME PROG. (2)	V. GOOD (4)	EXCELLENT (5)
• Level of international participation	ORTA (2)	GOOD (3)	V. GOOD (4)
RECOGNITION OF DEGREES AND STUDY PERIODS	V. GOOD (3.67)	V. GOOD (4.33)	V. GOOD (4.00)
• Stage of implementation of diploma supplement	V. GOOD (4)	V. GOOD (4)	GOOD (4)
• National implementation of the principles of the Lisbon recognition convention	GOOD (3)	V. GOOD (4)	EXCELLENT (5)
• Stage of implementation of ECTS	V. GOOD (4)	EXCELLENT (5)	GOOD (3)
LIFELONG LEARNING		GOOD (3.00)	LITTLE PERF. (1)
• Recognition of prior learning	-	GOOD (3)	LITTLE PERF. (1)
JOINT DEGREES		EXCELLENT (5.00)	-
• Establishment and the recognition of joint degrees	-	EXCELLENT (5)	-
TOTAL	GOOD (3,45)	V. GOOD(4.13)	GOOD (3,34)



CHALLENGES IN TURKISH HE BEYOND 2011: Diversity

- As a result of the massification and expansion, one of the major developments in today's HE is the increasing diversity to give HEIs the liberty to design their institutional profiles, the type of education and service they provide according to their mission and varied demands from the HE. (Law No. 2547)
- Turkish HE system is centralised and all HEIs (public and foundation) are governed by the same law with strict rules. This does not give HEIs a flexibility to create their institutional landscape and diversity in order to be effective and creative in the today's globalised world.
- Thus, the lack of diversity to meet a wide range of demands from today's HE poses another important challenge to HE in Turkey.
- By the new legislation on the agenda of the CoHE, it is aimed that incentives are to be develop to encourage the HEIs in order to be able to reach out and make a conscious effort to build diverse and creative learning and/or research environments appropriate for their missions within their autonomy and to create their own future.



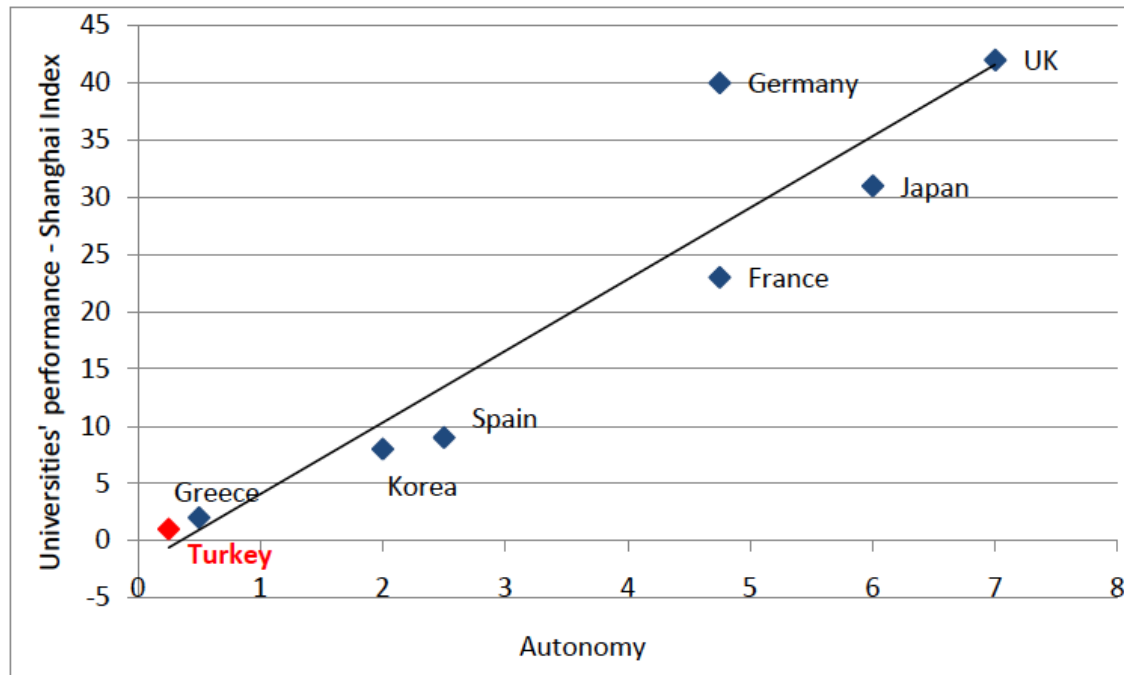
CHALLENGES IN TURKISH HE BEYOND 2011: Financing And Funding

- In the last 35 years, the budget system on which the public universities are dependent have been changed for 3 times:
 - In 1973, from classical budget system to Program Budget System.
 - In 1998, Lump – Sum Budget System was practiced for a while and
 - Since 2004 Analytical Budget System within the 5018 Public Financial Management and Control Law (2003) has been in enforcement,
- With the new Law 5018 Law, public universities came face to face with a new budget system **of Performance Based Budgeting System** based on a Strategic Plan, which was as an important step forward in supporting financial autonomy of HEIs in Turkey.
- Nevertheless, the necessary ***follow up procedures and a transparent mechanism for allocation of budgets based on the performance*** within a quality management system has not been established yet and as it was in the past the universities have complains about inadequate budgets as well as excessive centralist bureaucratic tendencies and obstacles for the use of their budgets for the priorities within their autonomy.
- This is another challenge to Turkish HE that in order to meet the needs of rapidly expanded HE in terms of the number of institutions and students, the quality to be improved and create a competition world-wide it is necessary to make revisions in the financing system which will ensure **the diversity of sources** (such as tuition, sponsored research, corporate contracting, life-long learning activities, fundraising, etc). the HEIs to be created and increase **the efficiency of use of the resources** provided and has to **ensure equal opportunity in the public**.
- Mortgage –type credit system for students.



CHALLENGES IN TURKISH HE BEYOND 2011: Autonomy And Accountability

- As one of the Magna Charta Observatory principles emphasis that *“to meet the needs of the world around it, its research and teaching must be morally and intellectually independent of all political and economic power”* institutional autonomy of HEIs in terms of both academic freedom and financial issues is the most crucial requirement for their success, performance and effective service. In the higher autonomy environment HEIs choose more innovative implementations and increase their performances.



*TEPAV Policy Note, 2010



CHALLENGES IN TURKISH HE BEYOND 2011: Autonomy And Accountability

According to the OECD criteria defining the institutional university autonomy, in Turkey, autonomy level of HEI, specially for the public ones, is very low and even not exist in some areas of their functioning.

- The existing *highly centralised Higher Education Law* prevails upon HEIs and limit their autonomy to enjoy full academic and financial freedom in their services and disclose of their full performance.
- There is a large consensus on the need that HE system should be decentralised and HEIs should have more autonomy.

Obstacle and Limitations:

- Existing Constitution and Higher Education Law 2547,
- Existing financing and budgeting system
- Existing culture and habits prevailing in HEIs
- Lack of transparent governance and management system of HEIs
- Lack of national accountability mechanisms providing a balance between meeting the demands for autonomy and increasing accountability.

Challenges:

- **Decentralisation of the HE system** by gradual transfer of the governance and audit power of the CoHE on administrative and academic issues to buffer bodies,
- **Implementation of full accountability and quality assurance systems** to ensure that universities account the society to for their financial and administrative operations and academic performances through external assessment,
- **integration of the quality assurance system with the renovated budget legislation and practice**, allocating the resources in accordance with the performance.



CHALLENGES IN TURKISH HE BEYOND 2011: Quality Improvement, Assurance And Accrediation

- Quality assurance has been on the agenda of many higher education institutions in Turkey at least for the last decade, mainly spurred on by requirements arising from international accountability, recognition of academic programmes and, more recently, from those of **Bologna Process**.
- National & international quality assurance activities implemented:
 - ABET (Accredit. Board for Engineering & Technolgy of the USA) since 1994.
 - MÜDEK (Assoc. for Evaluation & Accred. for Eng. Programmes) since 2002.
 - EUA's Institutional Evaluation Programme since 2003.
 - YÖDEK (Academic Assesment & Quality Improvement Commission) since 2005.
 - Esablishment of new program-specific quality assurance agencies (FEDEK,TPD,...) in 2011.
- A new set of regulations on quality assurance:
 - Enacted on September 20, 2005 by Higher Education Council (YÖK) In line with **European Standards & Guidelines for QA**
 - Evaluating and improving the quality of educational, instructional and research activities as well as administrative services
 - Recognition of independent external assessment



CHALLENGES IN TURKISH HE BEYOND 2011:

Quality Improvement, Assurance And Accreditation

- Currently, YODEK is in the process of transforming into a new independent non-governmental national association (agency) with the involvement of HEIs and other stakeholders of HE. This would be a buffer organization between CoHE, HEIs, some other QA agencies and stakeholders with the main responsibility to assess the institutional quality of HEIs.
- The QA system under development, when finalised, would be quite comprehensive in covering public and private (foundation) universities as well as vocational education at the HE level. Institutional evaluation would be primary mechanism for External QA and programmatic accreditation in study programmes or areas assuring the minimum outcomes defined via National Qualifications Framework. In future, it is also planned that it should cover quality assurance of life long programs.

Operational and Organizational Difficulties and CHALLENGES:

- The number of HEIs has increased by two-folds in the recent years and some of newly established HEIs, which are in the initial stage of development, do not have the QA issues primarily on their agenda.
- The other challenge would be the quality assurance of learning outcomes of educational and training programs developed in line with the NQF for life long learning. This would also require some more comprehensive quality assurance approaches.
- Finally, the main challenge of having a comprehensive QA system encompassing all stages of formal and all kind of informal education supported by continuous quality improvement and assurance circle would still remain to be explored. This would require a shift of mind-set from the conventional approaches ingrained in education system over past years.

