



Project

Arab Model for Quality and Excellence in Education

(AMQEE)

2024



Acknowledgments

The UNESCO Regional Center for Quality and Excellence in Education (RCQE) and the Arab Educational, Cultural and Scientific Organization (ALECSO) extend their sincere thanks and appreciation to their Excellencies and the experts participating in the project titled: the Arab Model for Quality and Excellence in Education.

Project Description

This project titled: “the Arab Model for Quality and Excellence in Education” represents a commitment to the needs and aspirations of the education systems in the Arab countries to enhance the competitiveness of their outcomes at the global level. Contributing to achieving the indicators of the fourth aim of the 2030 Sustainable Development Plan (ensuring equitable and inclusive quality education for all and promoting lifelong learning opportunities for all). This is done through analyzing the educational systems and benefiting from the global best practices, through developing Arab standards for quality in education that contribute to supporting the aspirations of the Arab countries towards achieving the sustainable development goals for the year 2030. The Arab model for quality and excellence in education represents an integrated guiding tool for achieving quality and excellence in education. It was built based on a clear intellectual framework based on integration, interconnection and systemic thinking,. It includes methodologies, standards, performance indicators and a systematic measurement tool. It is distinguished by its ability to be adapted according to the Arab countries’ contexts and specificities. It h helps them diagnose their educational reality, take appropriate improvement measures, achieve their development goals and shift towards the future to a high degree of readiness and ability.

Project Justification

1. Contributing to achieving the indicators of the fourth goal of the Sustainable Development Goals 2030 and supporting the plans, programs and initiatives of the Arab countries in this context.
2. Responding to the needs of the Arab countries for the project and the importance of enhancing the quality of the educational systems, especially in light of the unprecedented challenges they face.
3. The multiple experiences, research and the previous studies have proven that the models of the quality and excellence in education are one of the most important tools for sustainable change and development to enhance the sustainable quality of the educational system.
4. The recommendation of the Board of Directors of the UNESCO Regional Center for Quality and Excellence in Education, in its fifth meeting that was held on 12/2019/29/, referred to paragraph (b) of the fourth resolution. It stated: “The recommendation to organize a workshop to examine the possibility of developing Arab standards or come up with proposals to improve the results of the Arab countries in the global classifications, and prepare a vision for the workshop and send it to members of the Board of Directors. The Sixth Board of the Directors confirms the implementation of the project and approved its document.
5. The results of the high-level regional workshop for consultation on the project: “the Arab Standards for Quality and Excellence in Education,” held on January 18, 2021. It was implemented by the Center in cooperation with the Arab League of the Educational, Cultural and Scientific Organization, with the participation of several regional and international organizations.

Project Objectives

1. Developing the quality of the educational systems in the Arab countries by providing a comprehensive model of quality and excellence in education, which enables meeting the requirements and expectations of the Arab citizen to obtain distinguished educational services. It helps the educational decision-makers to evaluate the quality of the educational system, track its development, and lead the development processes in the direction of achieving the highest levels of excellence, far from any standard comparison between the countries, as well as enhancing the competitiveness of the educational outcomes of the Arab countries at the global level. This is through:

- ▲ Providing tools and standards that help analyze the current practices and methods, and evaluate the performance of the educational system.
Providing quantitative and qualitative data that help support the
- ▲ development and the decision-making process.
- ▲ Support data-driven policies and operations.
Strengthening the efforts aimed at achieving the fourth aim of the
- ▲ sustainable development goals.
- ▲ Directing the processes to improve the performance of the educational systems in terms of quality, efficiency and effectiveness.
- ▲ Supporting the cooperation and integration with the regional and international organizations related to the quality, excellence, measurement and evaluation of education.

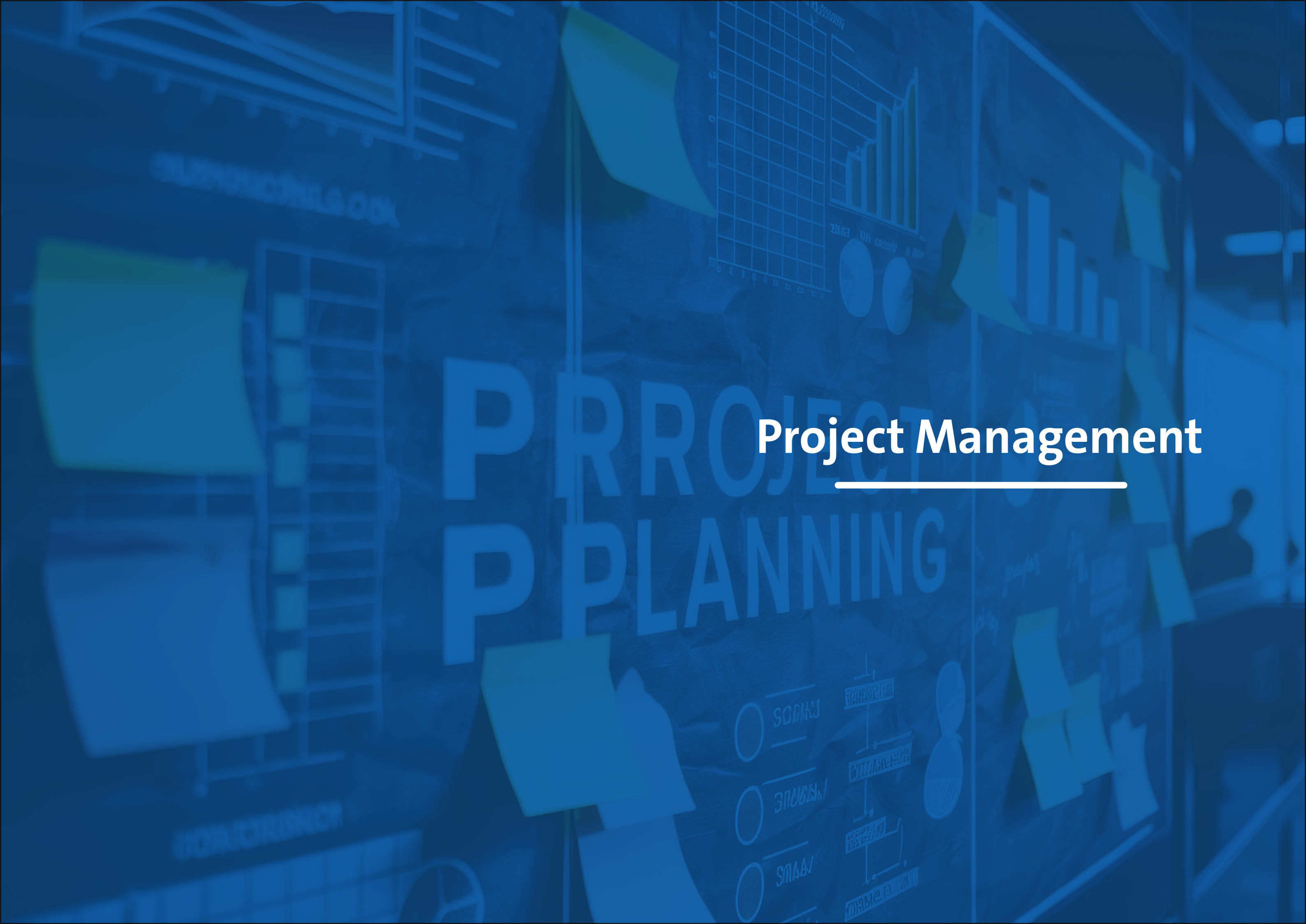
Project Milestones

- The indicative feature and the practical dimension, as it represents a common framework that helps unify the efforts of those working in the field of quality and excellence of education.
- Flexibility and adaptability according to the renewed needs and aspirations of the ministries of education in the Arab countries.
- Taking into account the diversity of needs among the Arab countries, whether in terms of economic growth, or on the part of countries that face multiple conflicts and crises and require specific interventions to enhance the quality of education.
- Benefiting from experiences in universities regarding academic accreditations and the best practices in school accreditation.
- Benefiting from the distinguished practices regionally and globally in the models of quality and excellence.
- Participation with the international organizations and centers supervised by the UNESCO.
- The model's employability to carry out predictive studies and analyzes regarding the future quality of the education systems in the Arab countries and their ability to withstand various crises.

The Arab Model for Quality and Excellence in Education was adopted:

- The important ministerial decisions (Administrative Decision of the project and its various committees (No. 772208/6/ dated 82022/8/)).
- The decision of the Third Conference of the Ministers and leaders responsible for the technical and vocational education and training in the Arab world which was held in the People's Democratic Republic of Algeria on December 242022 ,26-; It included the quality of technical and vocational education and training in the project of the Arab Model for the Quality and Excellence in Education.
- The decision of the Thirteenth (13) Conference of the Arab Ministers of Education held in the Kingdom of Morocco on May 292023 ,31-. It included approving the completion of the work of the Arab Model Project for Quality and Excellence in Education and presenting its outcomes in the work of the next session to Their Excellencies the Ministers of Education for approval and to begin the implementation process.
- The decision of the Fourteenth Conference (14) of Arab Ministers of Education, held on January 52025 ,7- in the State of Qatar, which includes the adoption of the outputs of the “Arab Model for Quality and Excellence in Education” of the UNESCO Regional Centre for Quality and Excellence in Education and ALECSO, and calling on Arab countries to implement it and submit it to the General Secretariat of the League of Arab States to welcome it.



The background is a blue-tinted collage of project management-related images. It includes a Gantt chart, a bar chart, a pie chart, a flowchart, and several sticky notes. The word 'PROJECT' is written in large, bold, white letters, and the word 'PLANNING' is written in large, bold, white letters below it. The text 'Project Management' is written in a smaller, white font, underlined, and positioned to the right of the large text.

Project Management

Project Management

1. The General Supervision Committee

Aims:

Making decisions, finding compatibility between the efforts of the various work teams in the project, further the coordination and cooperation with the local, regional and international stakeholders, and supervision and support at all stages.

Members:

It consists of senior leaders, their Excellencies, the Ministers of Education and heads of organizations participating in the project.

2. The Project Advisory Committee

Overall Goal:

Providing consultations and drawing directions to build the Arab model for quality and excellence in education in accordance with international best practices.

Members:

It consists of leaders and experts in the international organizations.

3. The Project's Scientific Team Committee

Overall Goal:

Building the Arab model for quality and excellence in education.

Members:

It consists of distinguished leaders, experts, and researchers who have expertise, experience, and knowledge of the global and the Arab context in general.

4. Quality Assurance Team

Aims:

Ensuring the quality of implementation of the various work stages and adhering to the application of general policies and work rules to ensure the achievement of the desired goals of the model project.

Members:

It consists of multidisciplinary experts and researchers in the quality and excellence of education - evaluation and measurement - talent and creativity - educational administration, comparative education, planning and policies), from multiple environments in the Arab countries.

5. National Researchers and Representatives of all the Arab countries

Aims:

Supporting the project's scientific team and the quality assurance team during the implementation of the various work stages and committing to applying general policies and business rules to ensure achieving the desired goals of the model project.

Members:

It consists of (22) members with an average of one member representing each country and is nominated by the countries) in accordance with the nomination regulations.

6. Finance Committee

Aims:

Ensuring the quality of implementation of the project budget items and rules in light of the basic rules of the financial and accounting system during the implementation of the various work stages and committing to applying general policies and work rules to ensure achieving the desired goals of the model project.

Members:

It consists of two members: the financial officer of the center and the financial officer of the organization.

7. Governance and Oversight System

There is a sustainable internal supervisory system through the center's internal committees, the project's electronic platform, and the supervisory committee to ensure that the project is implemented in the desired manner and in a way that ensures efficiency and effectiveness in achieving the desired goals.

Project Outputs

- 1. The First Report:** The General Framework of the Project.
- 2. The Second Report:** Literature and theories as an intellectual framework and previous studies such as: the Foundations of Quality and Excellence Models and their objectives, the stages of their development, the justifications for their diversity, and the variation in their standards and indicators.
- 3. The Third Report:** A report of benchmark comparisons of best practices in models of quality and excellence at the regional and global levels, experiences and best practices in benchmarking countries regarding frameworks and models of excellence, and its awards (Universal Business Excellence Model (UBEM), ISO Management of Educational Organizations ISO 21001:2018). educational organizations management system (EOMS), the Scottish model SQMS and the European Excellence Model (EFQM). In addition to the American Model for Performance Excellence (MBNQA), the Japanese Model for Total Quality, the Deming Quality Award, the Singaporean Model for Quality, the New Zealand Model for Quality, etc, the Australian Model, and the comprehensive quality model in South Africa to benefit from such models in building the present model)..

- 4. The Fourth Report:** Methodology and Procedures

Project Outputs

5. Identify general patterns of excellence, and choose the most appropriate ones.

6. Extracting preliminary features for developing the Arab model for quality and excellence in education.

7. The Fifth Report: A diagnostic report on the problems of education quality systems in Arab countries, according to what was mentioned in the project parameters. It also includes aspirations for excellence as proactive preparations for the future in 2050. This is followed by the results of the reality of the phenomenon/problem studied theoretically and in the field in the Arab countries and separate country case reports, a report on the reality of national quality and excellence models (general and specialized in education) in the Arab world, as well as models of standards and measurements.

The Field Studies Include:

- ▲ Surveying stakeholders' opinions on developing the Arab model for quality and excellence in education, and extracting participants' proposals to develop the philosophy and structure of the Arab model for quality and excellence in education and expanded regional workshops and focus groups.
- ▲ The main areas of standards for quality and excellence of education in the Arab countries, which are included in the model, measurement tool, main and sub-standards, and targets.
- ▲ The methodology for evaluating quality and excellence in education in Arab countries according to the fields, standards and indicators of the model.

8. The Sixth Report: The comprehensive framework of the Arab model for quality and excellence in education includes (the vision, mission, and main values of the model - the goals of the model - the main areas of the model - standards - indicators - the evaluation tool.

9. A comprehensive interpretive guide to the fields, criteria and indicators, to facilitate understanding and applying the model's criteria and indicators.

10. Practical models used in applying the model

11. Mechanisms to ensure the successful implementation of standards and indicators of quality and excellence in education at the local and regional levels.

12. Preparing the necessary introductory and training materials to activate the model

13. Regional electronic platform.

14. The Seventh Report: An analytical reports similar to reports of international organizations, presenting the project briefly and in accordance with the standards of the center's publishing policy.

15. A global conference and regional and international initiatives related to the model.

16. Field Studies

Project Stages

The project consists of five main stages, including twelve main processes for preparing and implementing the project.

The First Stage: Preparation

The first process: studying the importance of providing an Arab model for quality and excellence .

Aims:

Identifying the aspirations and needs of the Arab countries regarding the project.

The Most Notable Outputs:

Report on the results of a stakeholder opinion survey on developing an Arab model for quality and excellence in education.

Results of the expanded regional workshop.

The accreditation decision issued by the Center's Board of Directors.

The Second Stage: Building the Model

The second process: studying and determining the detailed inputs for preparing the draft model.

Aims:

Identifying the aspirations and needs of Arab countries and identifying the most important inputs for designing the model in light of international best practices.

The Most Notable Outputs:

Results of meetings with officials of the Arab countries and organizations.

Results of the study of the current situation of the quality system in education in the Arab countries.

Benchmarking report for best practices and experiences.

Report on the results of a stakeholder opinion survey on developing an Arab model for quality and excellence in education.

Summary of participants' proposals to develop the philosophy and structure of the model.

The Third Stage: developing the general and detailed framework of the model

Aims:

Determine the scope, objectives and areas of project work.

The Most Notable Outputs:

- Model name.
- Vision, mission, goals and values
- Organizational structure
- Model areas of work
- Time frame for the project stages
- Recommendations for selecting and forming work teams and their tasks
- Recommendations for means of communication and communication and the mechanism for operating the model
- Recommendations for building its visual identity
- Initial features for building the Arab model for quality and excellence in education

The Fourth Stage: Building the model with its component

Aims:

Establishing the regulatory framework for governance of the model and building its standards.

The Most Notable Outputs:

- Detailed work plans for all works
- Implementation structure and tasks
- Implementation processes, procedures and business models
- Identifying the main areas of standards for quality and excellence of education in the Arab countries, which are included in the model, measurement tool, standards, indicators, and targets
- Model arbitration by independent third parties
- Approval of the model

The Fifth Stages: Building organizational evidence and introductory materials

Aims:

Building organizational and explanatory evidence and introductory materials

The Most Notable Outputs:

- Develop an interpretive guide for the model's criteria, including detailed criteria for the model's fields, the evaluation mechanism, and application guidelines for the model
- Develop a publishing and marketing plan for the model
- Introductory materials (introductory materials about the model and its scope of work).
- Training bags (4 bags).
- Presentations (the number is open depending on the scope of work, the model, and any developments that need to be presented visually)
- Content of informational bulletins (periodical).

Applying the Model

The sixth process: launching the model and starting awareness and training

Aims:

Introducing the model and training the work teams concerned with implementation, comprehensive quality management, and managing the change process for leaders.

The Most Notable Outputs:

- Model launch program
- Comprehensive quality program for leaders (one program, two days for each program, 10 times).
- Introductory and awareness lectures on the model (one program for a day, 10 times).
- Model Coordinators Program (Ambassadors of Excellence in Arab Countries).
- Evaluation team training program (one two-day course)

The Seventh Stage : Preparing to apply the model

Aims:

Assist subscribers in preparing and submitting subscription reports in the form application.

The Most Notable Outputs:

- Remote technical support sessions
- Subscription reports
- Mechanisms to ensure the success of implementing the model at the local and regional levels

The Eighth Stage: managing evaluation and validation processes

Aims:

Managing and implementing evaluation and arbitration processes.

The Most Notable Outputs:

- Evaluation and arbitration agenda
- Members of the evaluation and validation teams
- Evaluation reports
- A list of countries that have achieved the results of the competencies of the minimum standards and indicators in light of the model's evaluation tool

Adopting the Model

The Ninth Stage: Presenting the project results to decision makers and approval

Aims:

Approval of the model by decision-makers, and ensuring localization methodologies..

The Most Notable Outputs:

- Holding an Arab conference that brings together the bodies responsible for ensuring the quality of education in the Arab countries to present the model for discussion with the aim of approval and recommending that it be presented to the Conference of Ministers of Education for approval.
- Decision to adopt the model by the Board of Directors of the UNESCO Center for Quality and Excellence in Education.
- The decision to adopt the model at the meeting of the Arab Ministers of Education.

The Fifth Stage: learning and innovation

The Tenth Stage: award ceremony and programs for exchanging and disseminating good practices

Aims:

Providing technical support to activate the model and localize it as practices in Arab countries, and benefit from the outcomes of the project implementation processes.

The Most Notable Outputs:

- Honoring ceremony program
- Agenda of the forum for exchanging experiences and presenting best practices
- Presentations of the Arab countries' experiences and best practices in applying the mode

The Eleventh Stage: Closing the first stage of implementing the model

Aims:

Identify and activate lessons learned .

The Most Notable Outputs:

- Results of opinion polls
- The final report on the work of the first phase of the model
- Lessons learned report.

The Twelfth Stage: evaluation and development of the model

Aims:

Learn from the model's first-stage cycle and apply improvements

The Most Notable Outputs:

- Meetings to discuss and apply lessons learned at all levels (3 meetings)
- Development plan
- Business plan for the new development phase
- Review of the model after development by independent third parties.

Conceptual Framework of the Project



The Arab model for quality and excellence in education was built around the learner as he is the center and primary goal of the educational system, within the framework of a forward-looking vision that focuses on the individual and seeks to make the most of his potential and develop it in a comprehensive and distinguished manner. The presence of the learner at the center of the model means that the choices related to all components of the educational system revolve around the learners with their various psychological and social characteristics, learning styles and formats. As active participants in building their knowledge. They will be the center of attention for whom the system, with all its structures and components, seeks to provide them with all opportunities for learning and excellence.



Foundations and Principles of the Arab Model

Foundations and principles of the Arab model Building the Arab model for quality and excellence in education was based on the methodology of evidence-based practices, which made clear that the success of the education system depends on adopting school-based development. Accordingly, this innovative model was based on the following principles and approaches.

School-based Development

- Vertical relations between the different administrative levels of the education system in the Arab countries (Ministry, Educational Directorates - Educational Departments - School).
- Linking cause to effect and diversifying areas of results.
- Combining the introduction of domains and standards
- Introduction to systemic design



A comparative study of international best practices

3 types of models are highlighted:



Foundations and Principles of the Arab Model

It also relied on a number of important guidelines that have proven useful in achieving quality and excellence in educational systems, which are the following:

- Student-centeredness.
- Focus on results.
- Creating sustainable value for recipients of educational services.
- Creating sustainable value for recipients of educational services.
- Educational leadership capable of making a difference.
- Developing and engaging employees.
- Integration and building partnerships.
- Harnessing creativity and innovation.
- Enhancing institutional agility and flexibility.
- Anticipating the future and focusing on readiness for it.
- Interconnection and vertical and horizontal integration in educational planning.
- Enhancing competitiveness and achieving leadership.

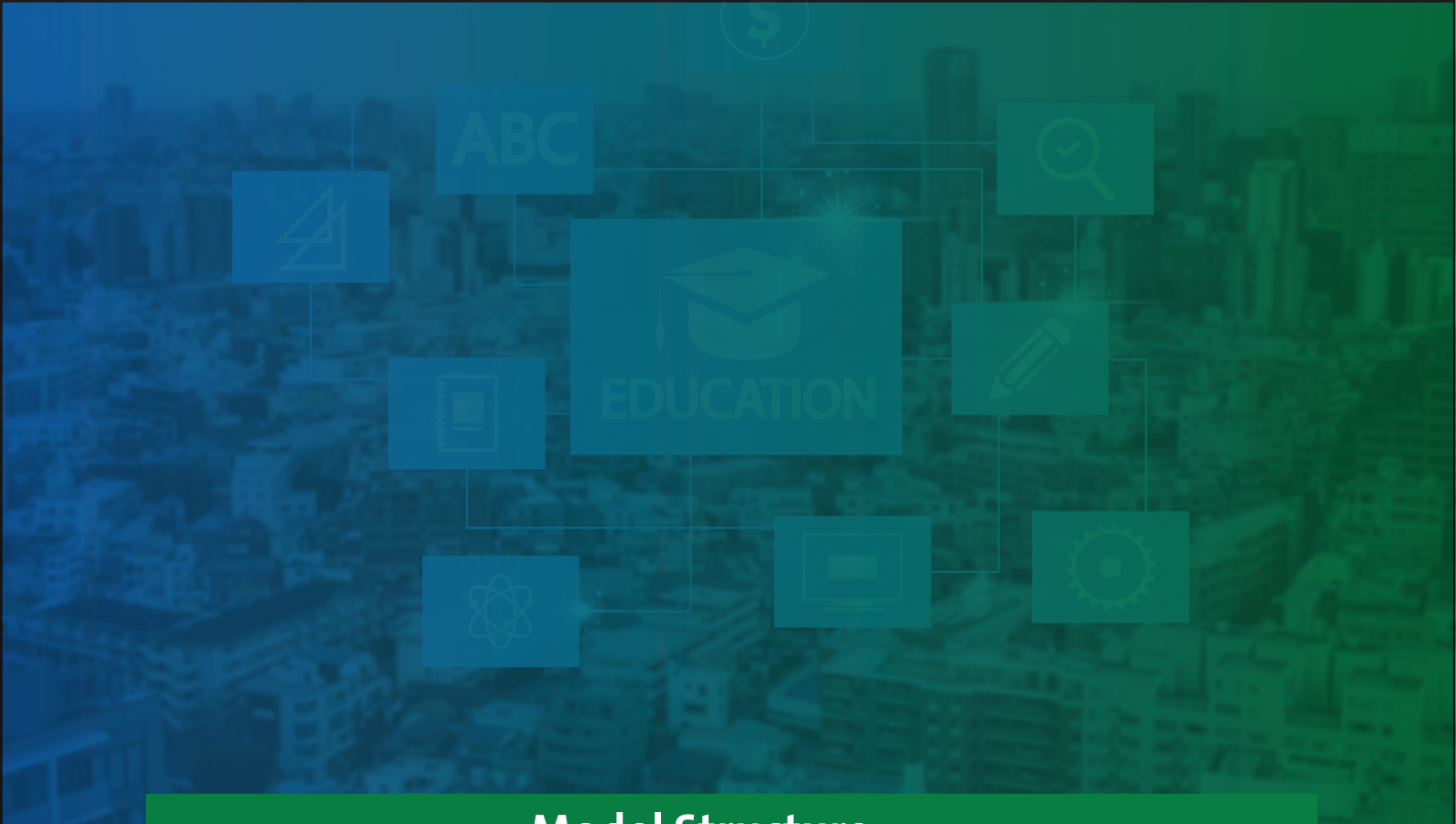
Model Attribute (Innovation)

To reach an innovative Arab model, based on the needs of the Arab education systems, taking into account their diversity, and the differences in economic, social and cultural components between countries.

- Content.
- Shape and interrelationships.
- Comprehensiveness of the influential components of the system.
- Ensuring we make a difference.
- Taking into account the privacy of each country.
- Easy to understand and apply.
- Reaching international levels of excellence.

The Main Pillars of the Model

- Forward-looking vision (the country's vision, future directions, and national priorities).
- Vertical and horizontal integration between all elements of the system.
- Higher educational leadership capable of making a difference.
- Student-centeredness.
- Focus on results.
- Creating sustainable value for recipients of educational services.
- Integration and building partnerships.
- Enhancing competitiveness in the outcomes of the teaching and learning system.
- Enhancing institutional flexibility.
- Understanding and integrating the factors that affect the educational agency's strategy.
- Dividing the components of the teaching and learning system into main dimensions (planning, implementation, evaluation, continuous improvement, and results).
- Interrelationship between inputs, processes and results
- Reliability and sequence in the relationships between the domains, topics and levels.



Model Structure

The design of the Arab model for quality and excellence in education was based on the clarity of the relationship between inputs, processes and outputs for the purpose of shifting towards continuous development and improvement. In order for the model design to achieve its purpose:

- The inputs needed by the educational system have been identified, starting with the forward-looking vision, specifying future directions and the strategic plan, with clarity in the governance mechanism and performance management to ensure the quality of the educational system.
- It is accompanied by effective implementation of the components of educational performance in an integrated and comprehensive manner, to achieve outcomes that guarantee access to high levels of excellence in education.
- With the availability of effective mechanisms to measure these outputs, outcomes and impact, with the aim of shifting again to the forward-looking vision and reviewing future directions and the strategic plan, so that the cycle of quality and excellence for the educational system begins again.

Model Structure

In terms of structure, the design of the model in its first three domains (the forward-looking vision, governance and performance management, and educational performance) relied on dividing each domain into main standards from which emerge guiding points explaining those standards covering all areas of the educational system's work. While the fourth domain included a comprehensive trilogy of results represented by opinion measures, performance indicators, outcomes and impact, for all areas of the educational system. With the belief in the unity of human knowledge and the necessity of benefiting from the best international practices. This model took into account the Arab context when designing it, especially the challenges of education in the Arab world. It is hoped that the model will contribute to addressing what can be called the Arab specificity of the model. There is no doubt that the type and size of these challenges differ among the Arab countries. In other words, not all the Arab countries are at the same level of progress in education. They can be divided into five categories:

Arab countries that are suffering from crises and wars,

Poor countries,

Middle-income countries that need to build their technical capabilities,

Middle-income countries that have good technical capabilities, and

Rich countries that have good technical capabilities.

Accordingly, the need for an Arab model to measure the quality and excellence of education is extremely important, taking into account this diversity of capabilities and challenges among the Arab countries. This is to help in the transformation and repositioning so that it becomes a quality education with its outcomes, flexible and participatory with community institutions and stakeholders in accordance with good governance.

Model Structure

Thus, the Arab model for quality and excellence in education was designed on the basis of four domains, each of which is subdivided into a number of standards, as shown in Table No. (1) below:

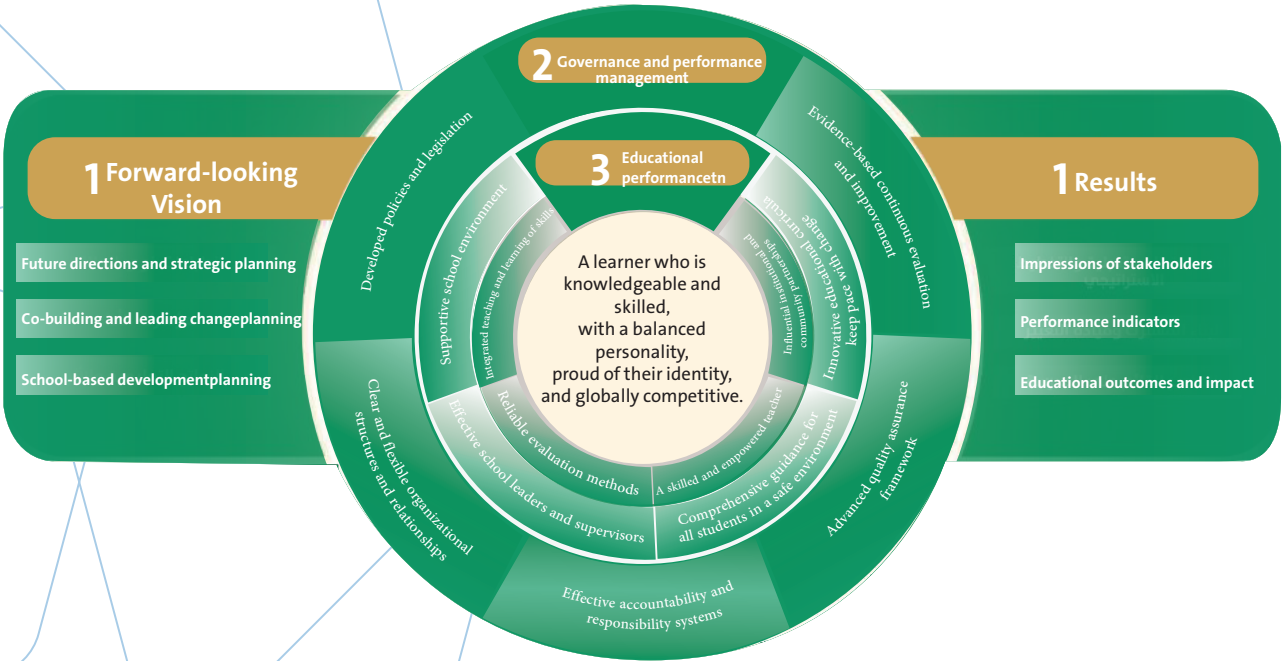
Table No. (1): Structure of the Arab Model for Quality and Excellence in Education: Domains and Standards

01 Forward-looking Vision	03 Educational performance	04 Results
Future directions and strategic planning	Supportive school environment	Impressions of stakeholders
Co-building and leading change	Effective school leaders and supervisors	Performance indicators
School-based development	A skilled and empowered teacher	Educational outcomes and impact
02 Governance and performance management	Innovative educational curricula that keep pace with change	
Developed policies and legislation	Integrated teaching and learning of skills	
Clear and flexible organizational structures and relationships	Reliable evaluation methods	
Effective accountability and responsibility systems	Comprehensive guidance for all students in a safe environment	
Advanced quality assurance framework	Influential institutional and community partnerships	
Evidence-based continuous evaluation and improvement		

The domains and standards are embodied in an integrated systematic structure that ensures a direct link between relevant inputs, outputs and results.

Mechanisms for using the Arab Model for Quality and Excellence in Education

Domains and Standards



Mechanisms for using the Arab Model for Quality and Excellence in Education

To facilitate the use of the model according to its objectives and in a sound systematic manner, an explanatory guide has been developed that explains each domain in detail and divides it into criteria that are clarified through a number of guiding points.

Table No (2): Organizational Structure of the Arab Model for Quality and Excellence in Education

Domains	Criteria	Guiding points	Evaluation criteria and levels
The main domains on which the educational system is based (4 domains)	The criteria into which the domains branch out (19 criteria)	Each standard is explained in a number of points related to the best practices required to achieve excellence in it.	Each benchmark is evaluated based on criteria and a rubric that determines the degree of its achievement.

Example

Domains	Criteria	Guiding points
The first Domain Foresight	1.1 Future Directions and Strategic Planning Determining the future and common directions of the education system that seeks to establish an education system that provides learners with equal opportunities to learn and acquire the cognitive, skill and emotional qualifications necessary for success and to achieve the requirements of the transition towards the future. It is also concerned with determining the features of the national strategic plan for the education system that is based on the future directions of the education system	Analysis of the political, social, economic, cultural, technical and legal context surrounding the education system. Evaluation of the internal capabilities of the educational system. Comprehensive analysis of the needs of all those targeted by the educational system. Linking national trends in an integrated manner with all sectors. Analyze global trends and identify best practices appropriate to the national context.. Determine the learner specifications to be achieved, with a focus on future skills and desired values.. Determine future directions, including priorities for improving the quality of education, areas of focus, and its outcomes and targeted outcomes

Example

Domains	Criteria	Guiding points
The first Domain Foresight	2.1 Co-construction and leadership of change Ensuring the participation of all stakeholders in determining future directions for education through a participatory and integrated approach that achieves national goals.	Understanding the changing future trends and expected economic and social transformations in the future, and how they will affect the future vision of the education system. Building a comprehensive national vision to develop and improve the educational system with an integrated and participatory approach. Adopting a change management framework linked to a communication and interaction plan to achieve the vision of the educational system. Develop and implement a change management plan in a collaborative manner. Determine the levels of contribution and role of stakeholders and unify their efforts to support integration and coordination in planning, implementation, follow-up and evaluation to achieve the vision. Activating the leadership role of the educational system in inspiring and guiding stakeholders to adopt, disseminate and translate the vision strategically. Analyzing sustainable financing opportunities for education, securing resources and enhancing the use of partnerships to achieve the vision of the education system Reviewing the future vision periodically, with the aim of continuous improvement of the educational system, based on an analysis of what has been achieved in the short and long term and exploiting future opportunities to improve the quality of education.

Evaluation Criteria for the Model

The guide also provides all the procedural steps that help in assessing the extent to which each guideline has been achieved. Four criteria have been set:

- **Working method.**
- **Implementation mechanisms.**
- **Results and Achievements.**
- **Measuring results and impact.**

After assigning grades according to the matrix specified in the guide Interpretive:

- The overall score for each of the main domains is calculated by adding the overall score of the criteria.
- The final score is calculated from the sum of the total score of the main domains of the model.
- After completing and estimating the benchmark points, the evaluation team enters these estimates into the electronic system of the Arabic model. This is to determine the estimates of each of the reference points, then Criteria, then The domains .

Table No. (3): :Evaluation Criteria for the Model

Domain	Criteria
The first Domain: the forward-looking vision	- Work method - Implementation mechanisms - Results and achievements
Domain II: Governance and Performance Management	
Domain III: Educational Performance	
Domain IV: Results	

Table No.(4): The grades and Weights Adopted in the Arab Model for Quality and Excellence in Education

	Domains	Degree	Relative weights
1	The first Domain: the forward-looking vision	150	15%
2	Domain II: Governance and Performance Management	150	15%
3	Domain III: Educational Performance	300	30%
4	Domain IV: Results	400	40%
	Total score	1000	100%

In light of this, levels of excellence are assessed on an ascending scale from 1 to 4.

Rating scales(Rubrics):

These are rules for measuring and evaluating performance for each domain/standard/guide point. They include four levels of evaluation (1, 2, 3, 4) that assess the extent to which the guide points for each criterion are achieved in each Domain; where level (4) indicates an “outstanding” level, level (3) indicates an “efficient” level, level (2) indicates a “developing” level (needs improvement), and level (1) expresses a “limited” level (needs significant improvement).

Table No.(5): Levels of Appreciation in the Arab model for Quality and Excellence in Education

1	2	3	4
limited	Growing	Efficient	Excellent
25% 5 - 25	50% 30 - 50	75% 55 - 75	100 % 80 - 100

Grades are assigned to each domain/criterion in light of the evaluation criteria, and according to the evaluation matrix for the guiding points through the electronic system of the model, in order to determine the level of verification.

To calculate the total score for the domains, the following steps must be followed:

- Each of the main assessment tool criteria is evaluated by:100 points for each of the guide points.
- The relative score for the criterion is calculated by averaging the score of the sub-items from100 degrees and then the resulting arithmetic average is multiplied by the standard weight specified for each criterion.

To calculate the final result, the following steps must be followed:

- The overall score for each of the main domains is calculated by adding the overall score of the criteria.
- The final score is calculated from the sum of the total score of the main domains of the model.
- After completing and estimating the guide points, the evaluation team enters these estimates into the electronic system of the Arab model; in order to determine the estimates for each of the guide points, criteria, and domains

Mechanisms and tools for activating the application of the model

- Regulatory guides and miscellaneous informational materials.
- Training bags and training start.
- Demo application of the model.
- External Evaluation and Arbitration.
- Exchange experiences and showcase best practices.





النموذج العربي للجودة والتميز في التعليم
Arab Model for Quality and Excellence in Education