



United Nations
Educational, Scientific and
Cultural Organization

منظمة الأمم المتحدة
للتربية والعلم والثقافة



RCQE

**Regional Center For
Quality & Excellence in
Education**

المركز الإقليمي للجودة
والتميز في التعليم

RCQE Master Strategy Plan (2015 - 2020)

RCQE Master Strategy Plan
(2015 - 2020)



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Introduction

Introduction

Quality and excellence in education systems are main goals in the development process of Arab nations in order to promote their role in contributing positively to the global civilization.

In light of this understanding, The Regional Center for Quality and Excellence in Education (RCQE) was established as an independent- and first-Category II center in the Kingdom of Saudi Arabia under the auspices of The United Nations Educational, Scientific and Cultural Organization (UNESCO). RCQE specializes and focuses on issues and trends of quality and excellence in education systems in the Arab region. The establishment of RCQE represents a significant initiative in the international development of education field by the government of the Kingdom of Saudi Arabia. The establishment, mandates, and scope of RCQE are based on the agreement concluded between the Government of Saudi Arabia and UNESCO that was signed in October 21st, 2014.

As a Category II Center, RCQE is technically supported by UNESCO within its mandates in the Education sector, and it is specialized in research, consultation and training.

Within this context, RCQE will (1) promote research, (2) develop capacity-building and training initiatives, (3) build and reinforce networks for the exchange of knowledge, technical and policy information, and best practices, (4)

implement knowledge and information transfer activities including appropriate awareness-raising activities targeted at various stakeholders and (5) provide technical consulting services to public and private organizations. In all five functions, RCQE will endeavor to maintain quality and excellence, and reorient education systems towards the achievement of those two ends. Being a regional center entails that RCQE's geographical coverage extends to all 22 Arab states.

In order to carry out RCQE mandates efficiently, the present strategic plan is developed to cover the period from 2015 to 2020 defining the road map and action plan for the center to achieve its goals.



Strategy
Methodology

Strategy Methodology

The strategic plan was a result of a four-step process, each with a unique purpose, as follows:

Benchmarking to define the nature of the Center, understanding of various organization models related to RCQE mandate, extracting best practices, and consolidating those most applicable to RCQE. Therefore, 5 "categories" of 14 organizations were benchmarked in detail. Around 42 sources were used during benchmarking. They include: interviews, reaching out directly to organizations, as well as desk research.

42 sources and documents were used for benchmarking

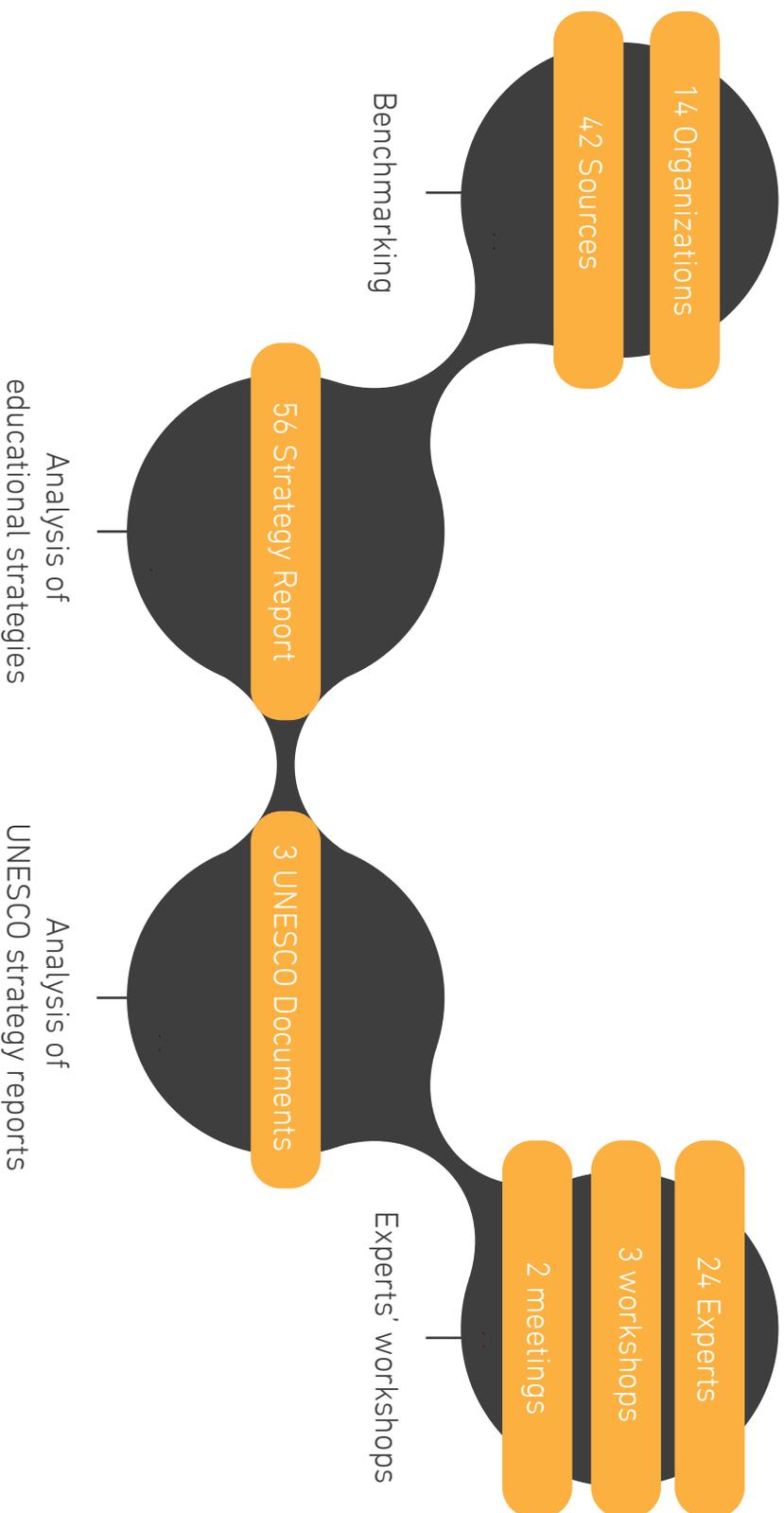
Analysis of educational strategies in an attempt to identify the needs of Arab countries through analyzing 56 strategy reports of Ministries of Education in the Board Member countries i.e. Morocco, Jordan, UAE, and Egypt, in addition to Saudi Arabia as the host country. Moreover, a research study was conducted on programs offered in 10 Arab countries to serve as a guidance for defining RCQE's educational priorities in its target countries.

56 strategy reports and 10 Arab countries programs were reviewed for the needs assessment

Analysis of UNESCO strategy reports to ensure that RCQE's overall strategy reflects and is aligned with UNESCO strategy and Goals. Three documents were assessed in detail; (1) UNESCO Education Strategy (2014-2021), (2) UNESCO Draft (version 2 February 2015) Framework for Action of the Post-2015 Education Agenda, and (3) Sharm El Sheikh Statement from the Arab States Regional Conference on Education Post-2015: Towards Quality Education and Lifelong Learning for All (2015).

Experts' workshops to ensure relevance of strategy outcomes. RCQE held and organized 3 workshops and 2 internal meetings attended by more than 24 regional and national experts in education and strategic planning.

Strategy Methodology



Strategy Plan

Strategy Plan

Vision

To be the reference center in promoting quality and excellence in education in the Arab region.

Mission

To promote quality and excellence in education across the Arab region, through:

- Fostering the culture of quality and excellence;
- Disseminating knowledge and best practices;
- Providing consultations, applied research and capacity building programs;
- Coordinating regional efforts in enhancing the educational experience.

Strategic goals

RCQE defines four strategic goals to be realized during the period from 2015 to 2020. These goals are as follows:

- ① **Develop high quality research programs** related to quality and excellence in education to meet the needs of Arab states;
- ① **Promote and develop capacity building initiatives** serving the needs of educators and policy makers;
- ① **Provide technical consultation, practical ideas and best practices** related to quality teaching and learning;

① **Oversee and manage aid programs** related to quality and excellence in education across the Arab Region.

Each strategic goal has several Key Performance Indicators (KPIs) to measure its achievement progress. This will be illustrated in KPIs section hereinafter.

Scope of Work

Scope of Work

The Scope of work of RCQE is divided into three main classifications:

- A. Geographical scope
- B. Service scope
- C. Functional scope

1. Geographical scope

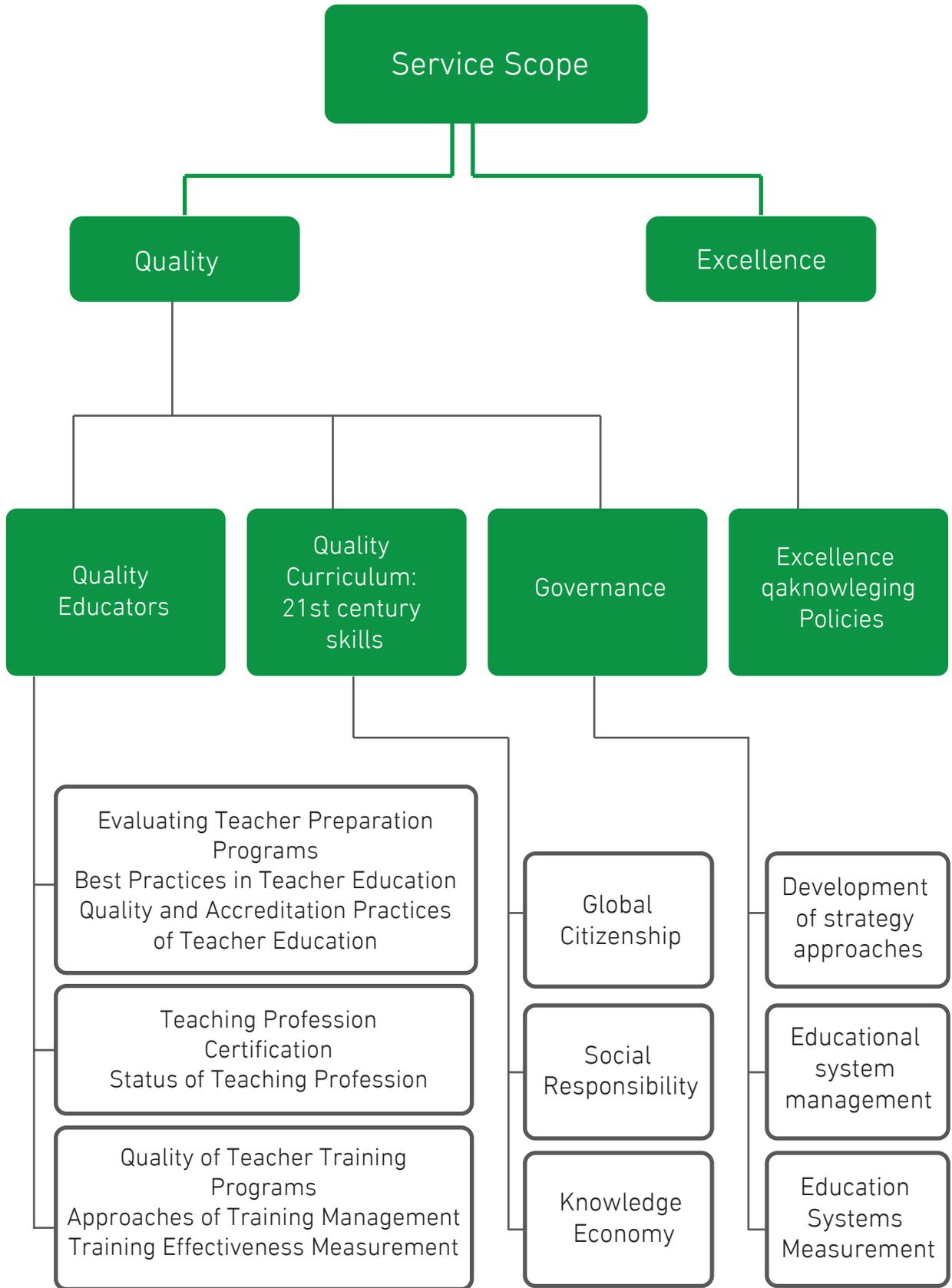
RCQE has a regional nature. It is established to promote the quality and excellence in education systems in the Arab region. The geographical scope will cover all Arab countries. This will be explained in detail in services section.

2. Functional scope

RCQE will exercise its mandates within a scope covering 0-12 education levels and the higher education.

3. Service scope

During the time frame of this strategy, RCQE will provide its services within the following topics and sub-topics which are selected based on a research study on 10 Arab countries to define and guide the work of the strategic goals and to identify the areas of expertise in the center as an educational consulting center according to the needs of the region.



Quality and Excellence

Quality and excellence are the two main streams of RCQE topics:

Quality education that is relevant, effective, inclusive, equitable, and productive is what educational systems should strive for (UNESCO General Education System Quality Analysis/ Diagnosis Framework, 2012). Based on the understanding that quality education is a necessity not luxury, it is the first topic to guide RCQE in defining and achieving its goals.

Quality systems ensure delivery of knowledge and skills that are closely related to students' lives. These, knowledge and skills, should enable students to apply and recognize its uses almost on a daily basis. They also should be responsive to the contextual needs for student development.

The objectives of quality education, on which RCQE focuses its services on, are: sustainable development, global citizenship, and societal cohesion.

To achieve the vision of UNESCO "Building peace in the minds of men and woman", quality education should be effective as it enables students to develop individually, socially, and globally. It also should be delivered in a sustainable manner throughout their lives during and after school by fostering lifelong learning.

Excellence in education refers to performing above quality standards. It applies to all the above-mentioned objectives of quality education. Promoting excellence entails identification of talent, gift and, innovation in education. UNESCO realizes the importance of taking the education system to the next level and not limiting quality education by its own standards. To substantiate UNESCO's vision, UNESCO established RCQE in cooperation with the Saudi Government to advocate and disseminate the culture of excellence in education throughout the Arab region.

Following are the two main streams of RCQE scope of work in detail:

RCQE objectives of Quality education are sustainable development, global citizenship and societal cohesion.

First: Quality in Education

RCQE will Cover Quality in Education through three main topics:

- (I) Quality Educators
- (II) Quality Curriculum-The 21 st-century skills
- (III) Governance

(I) Quality educators

Quality educators represent a significant element in Quality Education. Accordingly, teachers, their training, recruitment, retention, status, and working conditions are among UNESCO's top priorities. Therefore, as a UNESCO Center, RCQE focuses on this strategic issue reflecting its significance and very-high and multiple effects on the quality of Education.

1.1 Evaluating Teacher Preparation Programs:

Teacher preparation is a priority in UNESCO educational strategy 2014-2021 as it helps educators to gain a foundation of knowledge about pedagogy and subject matter, as well as early exposure to practical classroom experiences. Teacher preparation programs (TPP) play an important role in developing greater understanding among teacher candidates about the need for curricula and practices that address content and skills. Therefore, RCQE supports the notion that such programs must incorporate methods for developing each educator's capacity to learn, practice, and refine instruction for improved students' outcomes.

From RCQE's perspective, the efficacy of TPP is very significant. Hence, there is a growing need to evaluate these

RCQE will cover Quality in education through focusing on three main topics:
Quality Educators
Quality Curriculum
Education system governance

Quality Educators subtopics are:
Evaluating TPP
Teaching Profession
Quality of Teacher Training Programs

programs for the purpose of developing new and innovative approaches. In supporting this process, it is also essential to conduct research projects and capacity building programs. Moreover, RCQE will recommend necessary reforms to make these programs more appropriate and aligned with worldwide trends in this field.

Although extensive work has been done on the development of teacher education and professional development, the desired standards are not yet reached. This issue will be tackled through the following:

1.1.1 Best Practices in Teacher Education

Enormous efforts have been made all over the world to enhance and sustain quality in teacher education programs. In order to develop effective and innovative TPP, RCQE believes in the importance of learning from the best global models and practices in this field. Accordingly, RCQE aims at conducting wide scale research projects on the best world practices in TPP for electing the most effective practices suiting the different and diverse needs of the Arab world. The outcomes of such projects will be utilized to tailor final recommendations to concerned ministries and institutions.

1.1.2 Quality and Accreditation Practices of Teacher Education

With increased evidence that the quality of our teachers is the most important educational resource in our education systems, a greater attention is being given to the quality and accreditation of teacher education. RCQE finds accreditation is a key mechanism for assuring the quality of preparation courses in teacher education.

Within this context, RCQE's strategy is based on conducting research studies on the global trends of teacher accreditation institutions, regional models, and specific country cases and then defining the more suitable accreditation systems to be implemented in the Arab world.

Evaluating TPP will highlight two issues:

**Best practices in teacher education
Quality and accreditation practices of teacher education programs**

The main purpose of this process is to help Accreditation Institutions in the Arab world to ensure that teacher education is capable of producing graduates who meet standards for the profession at entry level.

1.2 Teaching Profession :

The Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations Concerning Teaching Personnel (CEART) that is held every three years since 1966 is concerned with the status of the teaching profession. The latest report of the 11th session (2012) recommends that the global teaching profession necessitates standards to be raised especially in relation to other professions. Teachers are entitled for better professional conditions because they are fundamental to education effectiveness and development. At the same time teachers are faced with many challenges that need new set of competencies in the 21st century. RCQE will tackle this issue through the following elements:

1.2.1 Certification

Quality of new entry teachers is a goal in the UNESCO education agenda of 2030 and quality certification is essential in achieving it. Certification helps making the status of the teaching profession more appealing because it entitles certified teachers for better working condition and higher salaries. Certification and new entry teaching standards differ largely from one country to another.

As stated by the UNESCO UIS (2012) that the global demand for primary teachers affects the inflow of new entry teachers which showed that some countries might lower the qualifications of teachers in order to meet the goal. Standardizing teachers' certification in the Arab region can help circumvention of the current problem of conditions of teaching. To ensure the quality of new entry teachers, many developed countries tended to adopt certification systems for teaching profession according to their own standards. In

**Teaching profession focuses on two issues:
Certification
Status of the teaching profession**

the United States of America, for instance, Certification systems differ from one state to another (Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, 2012).

RCQE, through research and case studies, will tackle this issue to benchmark the different approaches in this concern. The objective of such research and studies will include defining the importance of adopting certification systems in the Arab world and determining the required standards for certification. It is significant as well to take into consideration the diverse nature and needs of Arab countries, in order to ensure that new teachers are competent to practice teaching profession.

1.2.2 Status of Teaching Profession

Improving the status of teachers on the professional level is very significant for quality education in general. Based on CEART recommendations (2012), teaching credentials should comply with international standards of teaching profession. Moreover, educational organizations and policy makers should cooperate to define clearly the appropriate recruitment process and establish rules defining teacher's obligations and rights.

RCQE believes in the necessity of having education systems in the Arab world that attract a well-trained, motivated and effective teaching staff. Accordingly, RCQE will conduct research studies on the status of teaching profession to cover professional development, salaries, working hours, rights, conditions, and perception of society. The outcomes of the studies will be taken into consideration in evaluating teacher education and will be also highlighted in RCQE reports to policy makers.

1.3 Quality of Teacher Training Programs:

The Dakar Framework for Action (2000), calls for more and better trained teachers, as pedagogical processes lie at the heart of quality education. UNESCO aims at mobilizing and assisting Member States in the design and implementation of national policies for teacher training (pre and in-service).

Consequently, RCQE pays extensive attention to raise the quality of teacher training programs in the Arab world. It is planned to conduct research studies and analyses on the current training programs for identifying good practices and developing more effective, quality and efficient programs. The purpose of this process is to define the best practices in this field and submit recommendations on the content and structure of these programs to the relevant ministries and training institutions in the Arab world. Enhancing the quality of training programs requires the following:

1.3.1 Approaches of Training Management

One of UNESCO objectives is to build an information base on the innovative experiences in teacher training. It has been recognized now that teacher education and training systems must be structured and organized in a way that enables them to respond dynamically to the emergence of new educational problems and challenges (UNESCO CEART, 2012).

Therefore, it is very important to RCQE to study the approaches of teacher training management and implementation. Also, RCQE plans to study the current mechanisms of evaluating teacher training programs. The main purpose of this process is to recommend the best approaches of training management according to different needs of Arab countries.

Quality of teacher training programs highlights two issues:

Approaches of training management & Measurement of training effectiveness

1.3.2 Training Effectiveness Measurement:

Measurement and assessment of teacher training programs are essential to ensure their quality and effectiveness. RCQE believes that measuring the effectiveness of a training program is very critical to understand whether it meets its objectives and identifies improvement areas. Therefore, RCQE collects the necessary data for measuring and evaluating the effectiveness of existing training programs, taking into consideration their structure, content, methodology, outcomes, reliability, and added value. Moreover, RCQE will work on proposing a framework for a systematic measurement and collection of information on the effectiveness of those programs.

(II) Quality Curriculum - The 21st century skills:

The highlight on 21st century skills in the UNESCO Education Strategy 2014-2021 is based on the principle of sustainable development and lifelong learning that are at the heart of UNESCO's mission. The 21st century skills education is also highlighted and focused on in many Arab countries educational strategies. To name a few, Saudi Arabia, UAE and Jordan allocate many initiatives and programs to provide 21st-century-skills-based education to students in their countries. Endeavors by those countries emphasize the fact that students need to develop certain skills in order to succeed in their lives outside the classroom to ensure sustainable development.

RCQE affirms that the 21st century curricula must have certain critical attributes; **interdisciplinary**, **project-based**, and **research-driven**. Consequently, curricula are to be designed to produce deep understanding and authentic application of the 21st century skills.

RCQE outlines Quality curriculum in: **Global Citizenship, Social, responsibility, & Knowledge economy**

Research projects will be conducted by RCQE for identifying the most appropriate approaches to integrate these skills into curricula in order to enhance their quality. This will be significant to enable students in the Arab world to cope with the challenges and opportunities of the new century. Another focus would be on designing capacity building programs to train educators on how to boost and deepen these skills in the Arab students through appropriate teaching methods and approaches.

This topic will be fulfilled through the following subtopics:

2.1 Global Citizenship

To build peace in the minds of students, UNESCO sets empowerment of global citizenship education (GCE) as a strategic objective in its 2014-2021 agenda. Concepts of interdependencies and interconnectedness to one world are the basis on which GCE lies. GCE is closely linked to many other aspects in the 21st century skills and education like Human Rights Education, International Understanding and Tolerance. This aim in itself can guarantee the sustainable development which is at the heart of educational development agendas around the world. Arab countries are focusing on GCE through specific programs, however, much more efforts should be put into these trials in order to accomplish the sought after objectives of GCE.

As a UNESCO center, RCQE focuses on promoting skills, knowledge and attitudes to foster global citizens in the Arab region. RCQE aims at promoting and embedding the requirements of high quality GCE in the curricula of educational systems around the region through research, consultation, and funds management.

Moreover, RCQE plans to advocate a more prominent **Human Rights Education** in Arab countries, consisting of values to uphold and respect human rights of others, knowledge of human rights of the self and skills to apply them in daily life. Through research, RCQE plans to evaluate

Human rights Education is a prominent factor in fostering global citizenship in education

Arab countries achievement regarding the provision of Human rights education within their educational systems. Further, RCQE aims to conduct assessments of educational systems in the Arab countries in order to provide consultation to achieve high quality human rights education.

2.2 Social responsibility

According to the Guiding principles for learning in the 21st century issued by UNESCO International Bureau of Education (UNESCO-IBE), students should participate in public service for their personal growth and as contribution to society. This subtopic is reflected in many educational strategies in the Arab world as educational initiatives that foster values and skills to build socially responsible students.

Curricula must help students fight their feeling of powerlessness by developing their sense of community and their confidence that they can make a difference in the world. Accordingly, the concept of social responsibility must be embedded in curricula to develop and boost a positive and empowered relationship between the student and society. RCQE advocates the concept of including the public service aspect into curricula. It is necessary for students to become directly involved with their society as this will internalize the values integrated in curricula and help students to carry them out in real life situations. For this purpose, RCQE will conduct research and capacity building programs to qualify educators to guide their students.

2.3 knowledge Economy

UNESCO considers the knowledge economy as a current and future engine for globalization and competitiveness, as highlighted in the UNESCO education strategy of 2014-2021. Knowledge economy highlights the role of education as a determinant of economic growth. Within this context, The Arab world needs to harness the power of high quality knowledge to compete in the global economy of the 21st

century. This can be met through developing education systems and curricula that have the ability to impart foundation and transversal skills. The need to spread awareness of the importance of this concept is of priority.

To create a knowledge economy that is effective enough to compete in the global economy, countries need to reform education to create effective and competitive work force. From this perspective, RCQE sees that it is very important to develop curricula in the Arab world that can generate a knowledgeable and trainable workforce. RCQE focuses on promoting education that enhances the development of skills and learning outcomes responsive to job market needs.

Through research, fund management and consultation, RCQE aims at looking into the extent to which education systems in the Arab World provide knowledge economy based education.

(III) Governance

UNESCO defines governance in education as structures steering educational processes in a country or state (UNESCO General Education Systems Quality Analysis/ Diagnosis Framework, 2012). RCQE is concerned with this central level of governance that determines education policies. Good governance enables all aspects to carry through and uphold a good quality and excellent education. In order to accomplish this aim in the Arab countries educational systems, RCQE based the following governance sub-topics on the basic needs assessment research done at the center. RCQE focuses on evaluating and developing educational governance throughout all its services and especially through research, consultation, fund management and capacity building. The following categorization lays out focal points of work within the subtopic of Governance:

3.1 Development of strategy approaches:

In its educational strategy for 2014-2021, UNESCO stresses on the importance of developing capacity of policy makers and governance structures and supporting reform in planning and policies. RCQE is concerned here with developing strategy approaches taken by MOEs around the region as the first step to develop quality and excellence in education systems in the Arab countries.

Globalization of economies and the growth of educational excellence around many parts of the world demand reforms in the structures and processes of educational governance. These reforms will help closing the gap that exists between Arab countries and developed countries and to ensure quality education to Arab students.

**Features of Quality
‘Governance’ that
RCQE advocates are
:
Development of
strategy approaches
Educational systems
management
Education systems
measurement**

3.2 Educational system management:

Special attention should be given to management techniques of educational systems that should be accountable, transparent, and flexible. This interest in educational systems management development and reform comes from its significance mentioned throughout UNESCO educational strategy 2014-2021 and EFA report 2015. UNESCO provides the General Education Quality Analysis framework (GEQAF, 2012) as an analytical tool to help member states to assess and assure quality education in the system.

RCQE aims at promoting improvements in the educational governance and management in the Arab region. This entails focusing on **School-centered quality enhancement** as the direct outcome of educational management. **Centralized and decentralized management** practices are also a focal point. **Accountability of the education system** is yet a third focal point as a key aspect in assuring educational quality from this level of the education system- management.

Although much work needs to be done to fine-tune educational systems management in the Arab countries, most countries surveyed in the educational strategies analysis research have experiences in improving their educational management and reforming operational approaches. These experiences are valued as lessons to be learned for peer Arab member states.

3.3 Education Systems Measurement:

Effectiveness of educational systems and subsystems (International schools within a country) in Arab countries is a core focus in the UNESCO EFA 2015 report. The importance of measuring effectiveness of educational systems stems from the need for quality assurance that is a key role for RCQE to play in the Arab countries. Another key role of RCQE is to measure outcomes through achievement tests experiences.

Students achievement data indicates educational systems quality and RCQE services focus on 4 issues regarding this: evaluating achievements tests experiences international education systems evaluating International schools experience quality assurance and accreditation practices

Since educational systems and subsystems quality is measured through students' achievement, the work within this subtopic is focused on: **a. evaluating national and international achievements tests experiences** and **b. benchmarking international education systems** to bring about healthy practices to Arab educational systems and bridge the gap between Arab students and their international counterparts. Education subsystems measurement includes also **c. evaluating International schools' experiences in the region** and **d. quality assurance and accreditation** practices around the world. RCQE plans research and knowledge dissemination activities for Arab countries in order to improve educational systems' effectiveness.

Second: Excellence in Education

RCQE will cover **excellence** in education through the following topic:

Excellence Acknowledging Policies

In education, excellence is an extension to quality on all aspects. To foster and motivate excellence in education, excellence-supporting policies are key to a good quality education system. RCQE gives special attention to excellence-supporting policies. To foster competition, education policies ought to be able to identify gifted-students and acknowledge and support programs for excellence in education.

RCQE focuses on ensuring effectiveness of evaluating excellence awards programs. The second focus is quality assurance of excellence organizations to ensure quality management of the awards. The third focus is to look into international practices in excellence awarding to benefit from international best practices in awarding excellence in education.

According to RCQE research, many countries have experiences in supporting excellence and gifted students, however, these experiences need to be more prominent and become the norm rather than the exception.

RCQE focuses on 3 prominent issues in Educational Excellence: Evaluation of excellence awards policies Quality Assurance of excellence organization, and International practices in excellence awarding



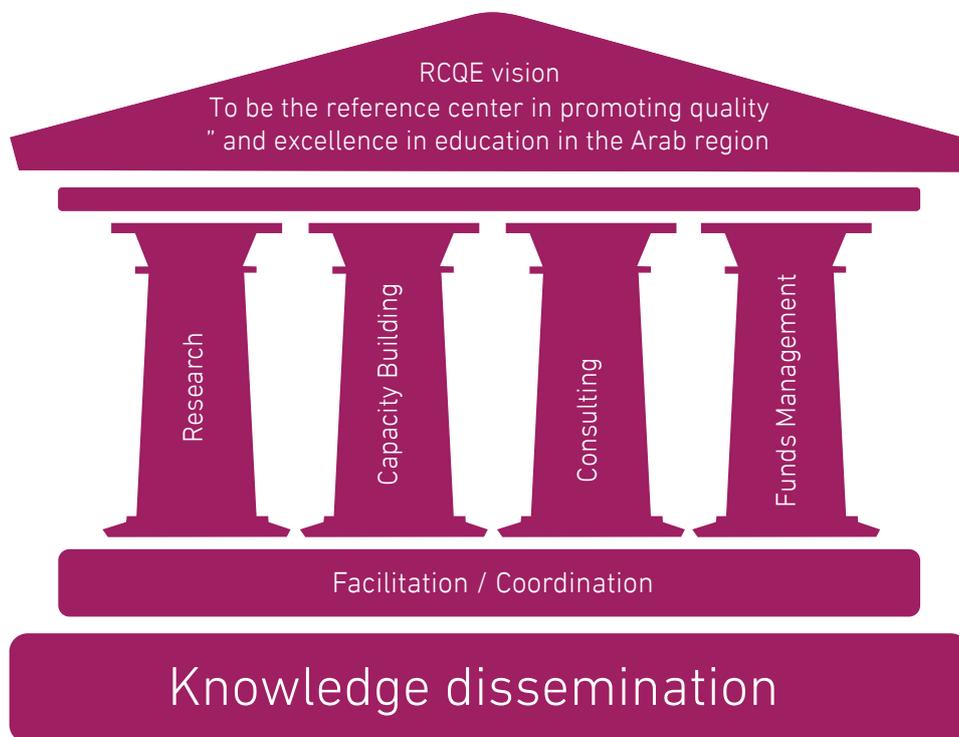
Services

Services

Promoting quality and excellence of education in the Arab world is the ultimate strategic goal of all and/or any service provided by RCQE. Accordingly, services are identified in this strategy based on RCQE's mandates and also based on the benchmark study of similar regional and international organizations.

RCQE services are classified into two types; core services and enabling services.

The following graph illustrates these types of services:



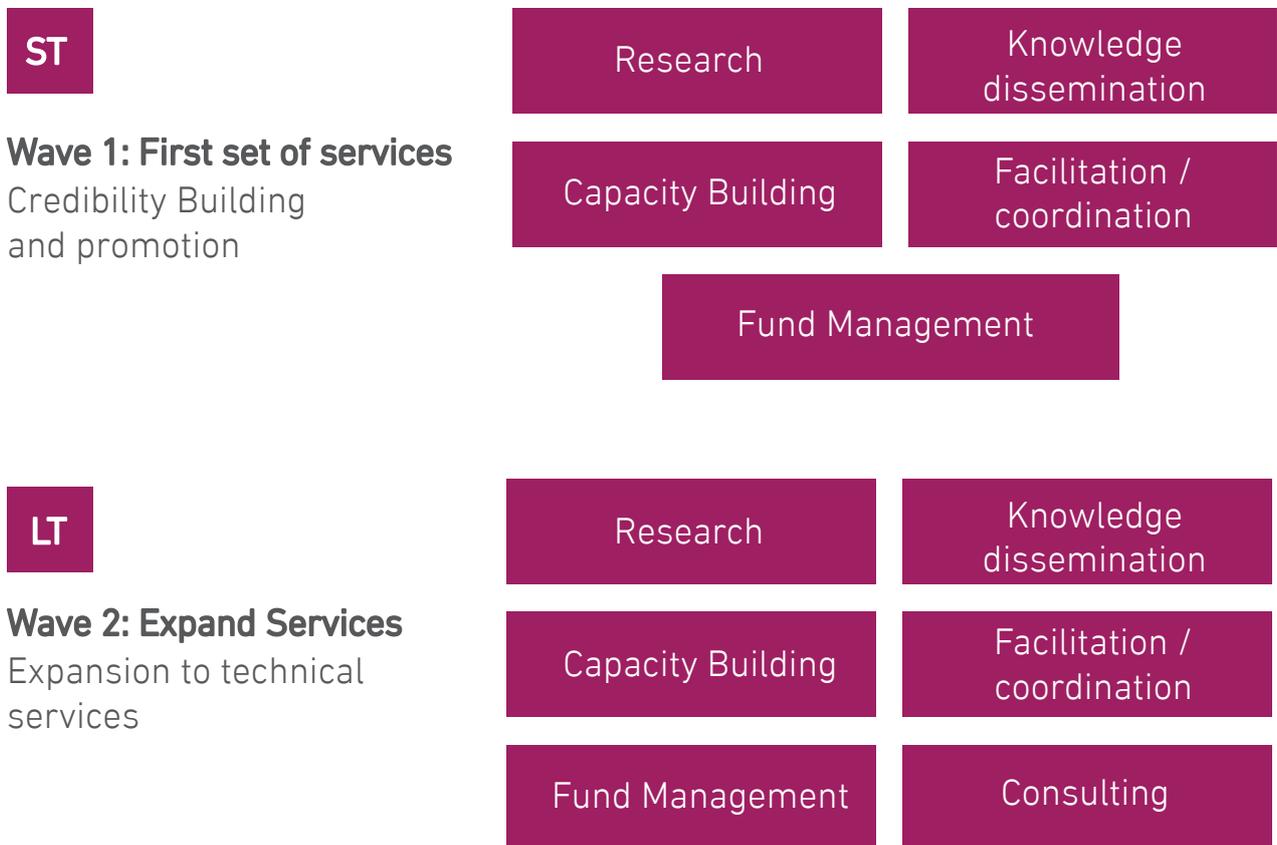
Service delivery

Although RCQE has provided research and knowledge dissemination services to all Arab countries from the onset of its activation, all other services will be delivered through two main stages;

The **first stage** is concerned with building RCQE credibility within the educational landscape, establishing strong databases, promoting the RCQE brand across the Arab region, and establishing a strong network of partners and experts. This is a short term stage, during which RCQE will deliver a set of services including capacity building and facilitation/coordination.

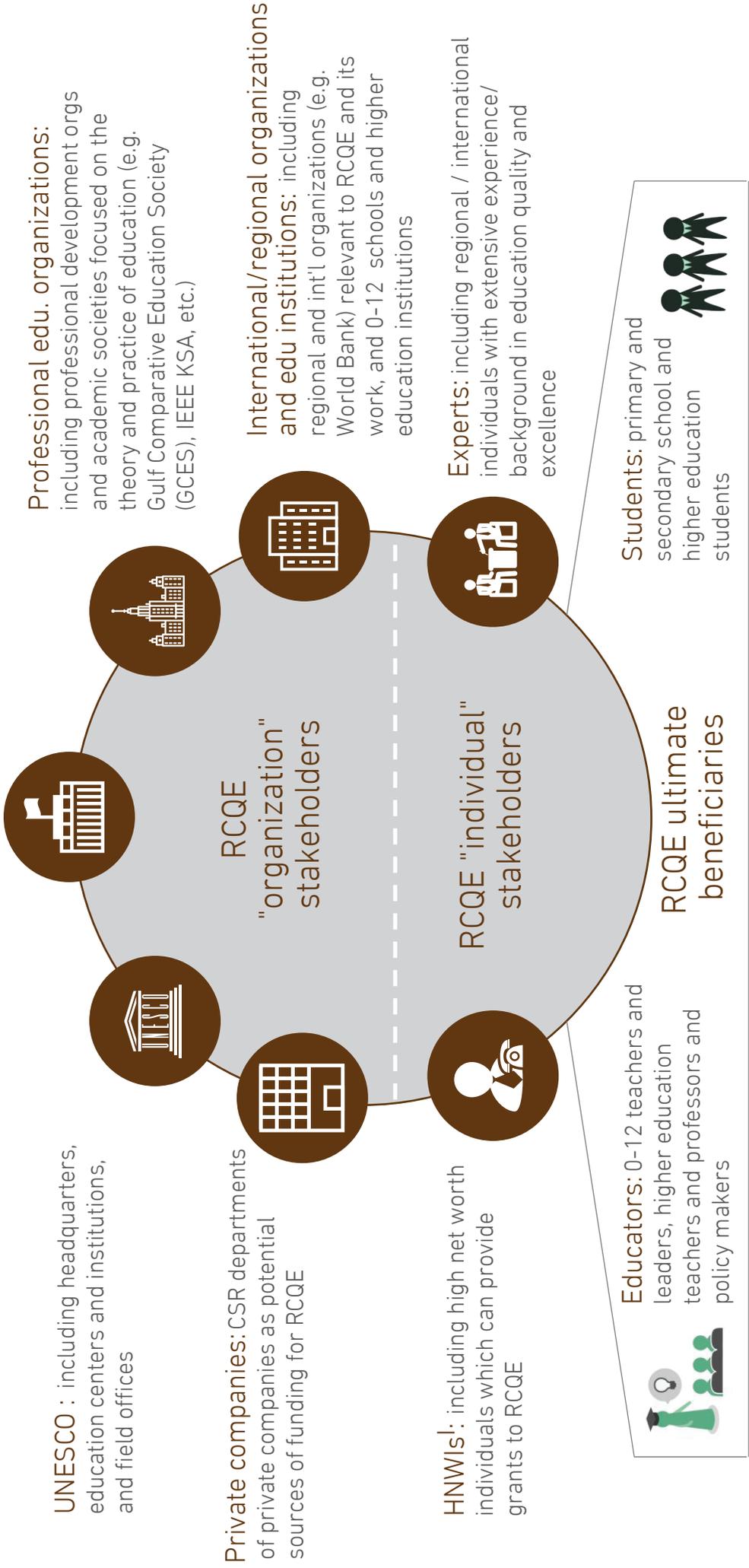
The **second stage** on the long term, during which RCQE will expand its service scope to include technical aspects and services such as consultations and fund management.

The following figure illustrates the purpose and services provided in each stage:



Stakeholders

Regional government entities: including local and regional ministries, government departments, and other public sector entities related to education across Arab region



The background of the slide is a solid green color with a repeating geometric pattern of interlocking squares and lines, creating a maze-like or woven texture.

RCQE Governance

RCQE Governance

The Board of Directors of any Category II Center, is chaired by the Minister of Education of the host country and members representing regional states' ministries of education, national and international expertise. RCQE is also financially and administratively autonomous from UNESCO or any government body within the host country, however, works towards achieving UNESCO goals and objectives.

The establishment agreement of RCQE states a number of articles concerning the formation of the governing board and its functions, namely, Article 8 stipulates the following:

"The Centre shall be guided and supervised by a Governing Board having one third of its members renewed every two years and composed of:

- The Minister of Education in the Kingdom of Saudi Arabia, as the Chairperson;
- A representative of the Director-General of UNESCO;
- Up to seven representatives from different Arab states;
- Up to five members from national agencies, institutions and/or private sector;
- Two members from international agencies, institutions and private sector;
- The Director-General of RCQE as Secretary-General of the Board."

Key responsibilities of the Board:

-  Approving the long-term and medium-term programs of the Center.
-  Approving the annual work plan and budget of the Center, including the staffing table.
-  Examining the annual reports submitted by the Director-General of the Center, including a biennial self-assessment report of the Center's contribution to UNESCO's program objectives.
-  Examining the periodic independent audit reports of the financial statements of the Center and monitoring the provision of such accounting records necessary for the preparation of financial statements.
-  Adopting the rules and regulations and determining the financial, administrative and personnel management procedures of the Center in accordance with the laws of the country.
-  Deciding on the participating of regional, international and intergovernmental organizations in the work of the Center.

The present strategy proposes the most appropriate governance structure to be implemented in RCQE in order to perform its mandates efficiently and realize its goals successfully. This structure is composed of Board of Directors, Director General, and Advisory Committee. The Board of directors will oversee and direct RCQE programs and plans.

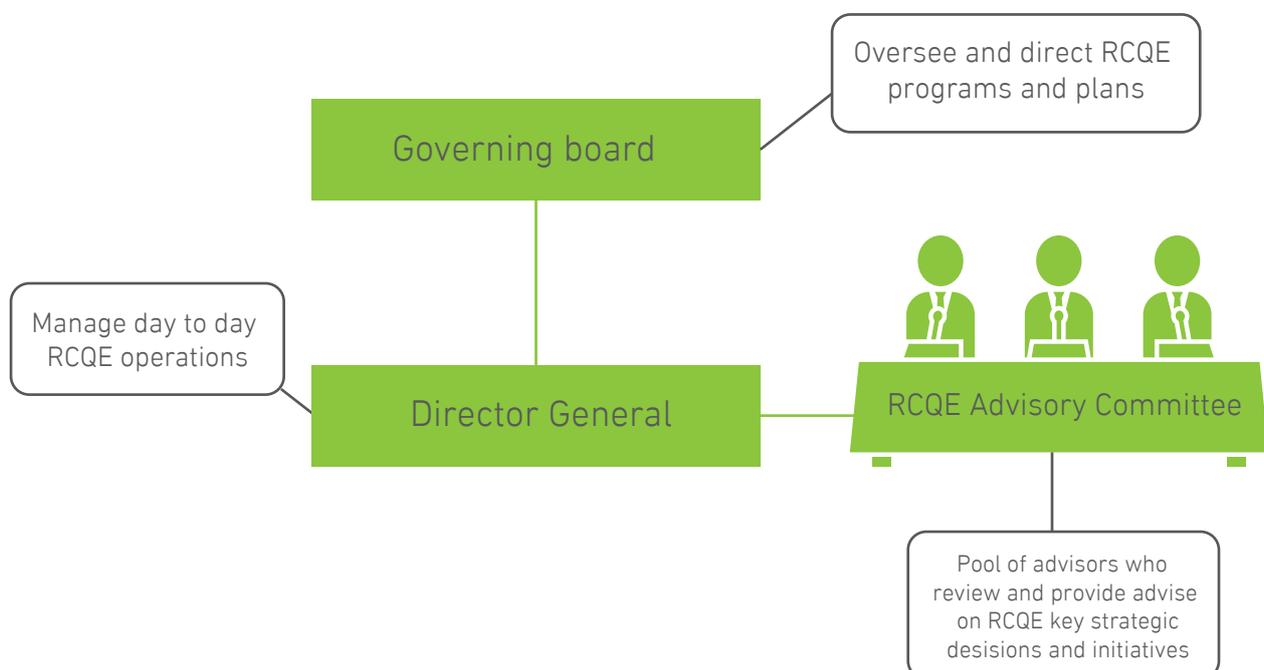
The Director General will assume the following responsibilities:

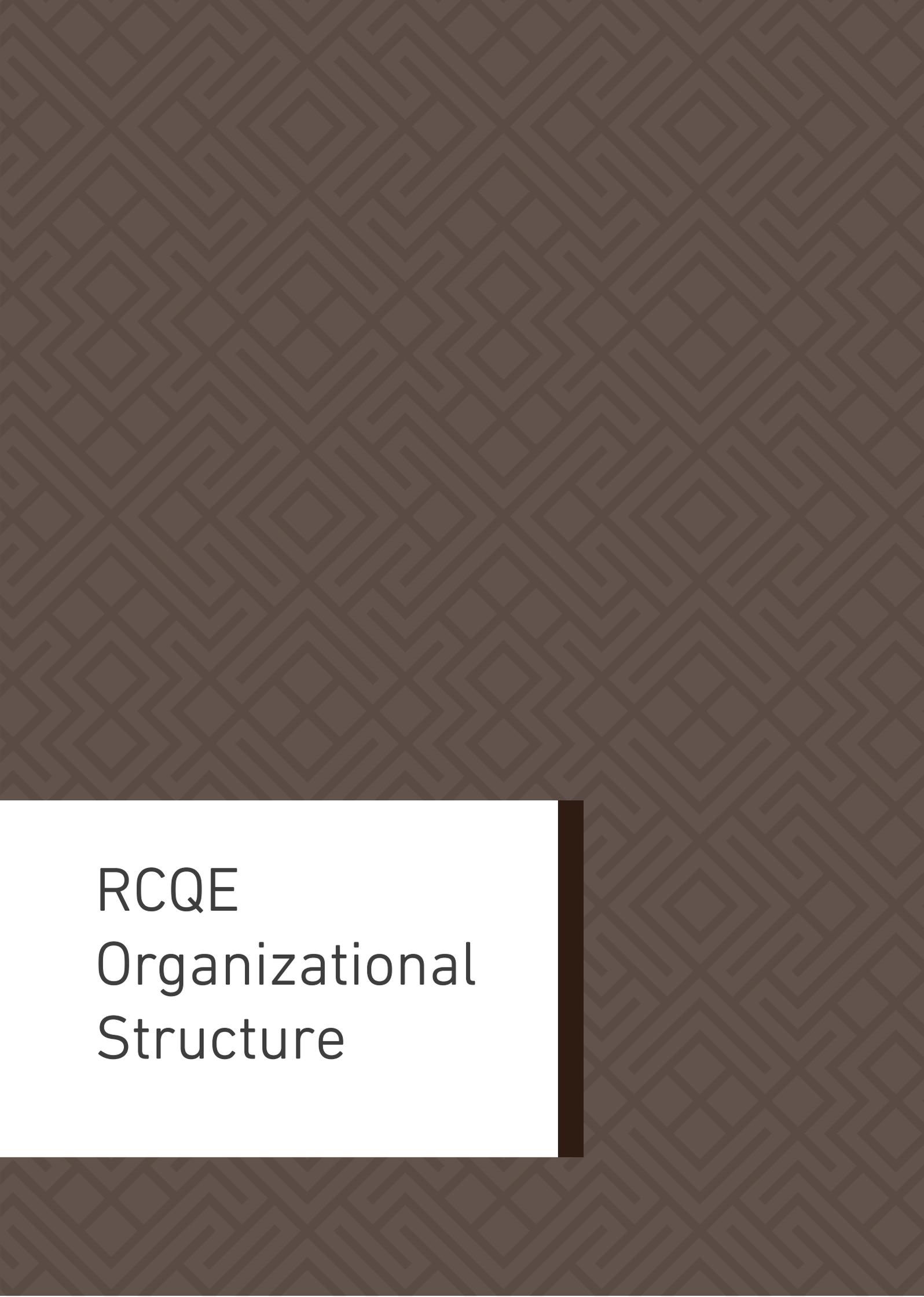
- Manage day to day operations in conformity with programs and directives established by the Board of Directors;
- Propose and execute medium and long term strategy plans;
- Prepare the agenda of the Board of directors' meetings;
- Prepare reports on the centers activities to be submitted to the board of directors;
- Maintain relations with relevant organizations and institutes;
- Represent the center in law and in all civil acts

The Advisory Committee will consist of a pool of experts and it will assume the following responsibilities:

- Provide advice to the Director General
- Provide external feedback on strategic directions of the Center;
- Provide initiatives to promote the performance of the Center;
- Build a solid network that may support objectives of RCQE.

The following figure illustrates this structure.





RCQE
Organizational
Structure

RCQE Organizational Structure

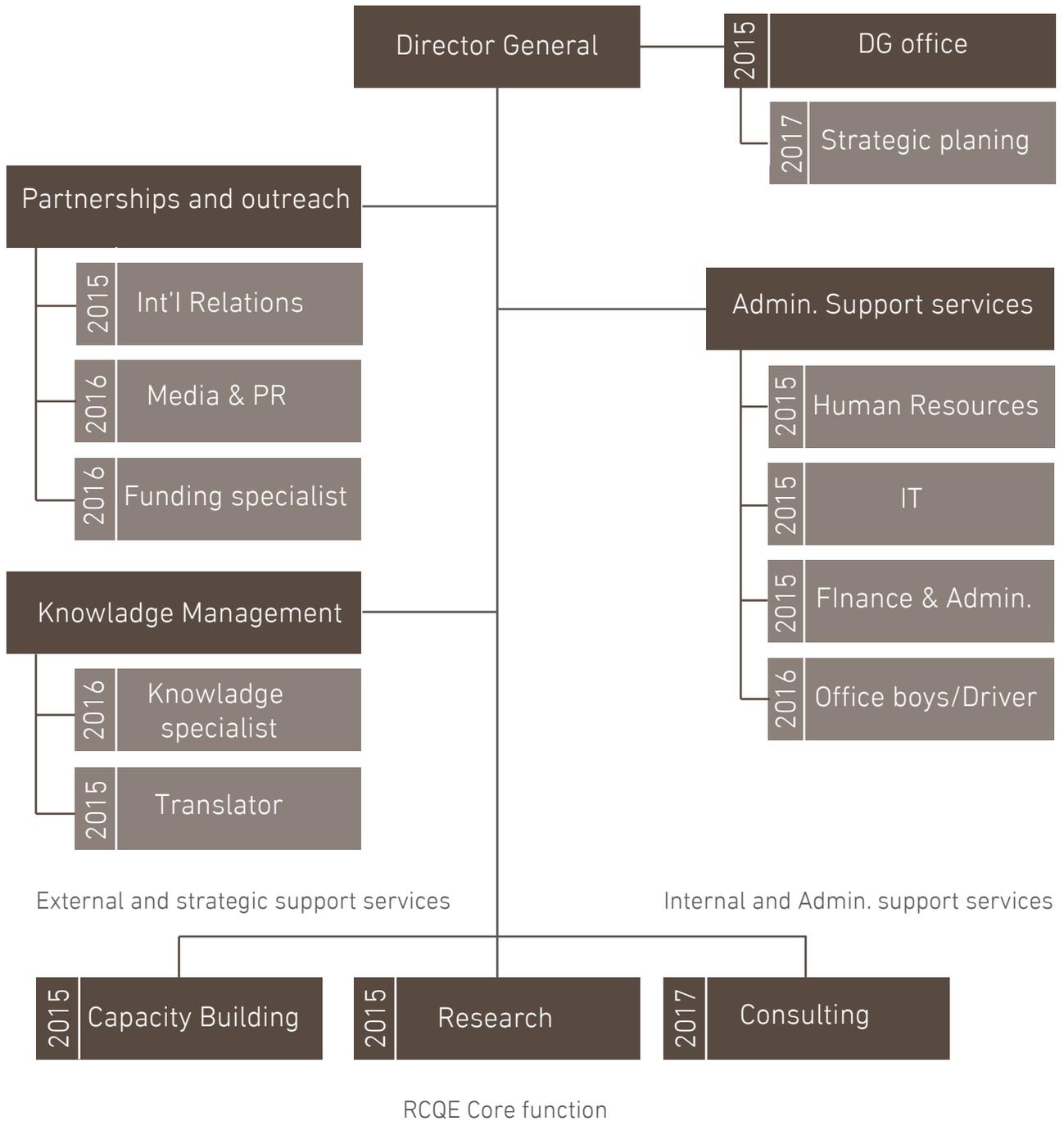
The strategy sets the future vision of RCQE organizational structure. The vision illustrates the evolution and progress of RCQE organization structure across the initial five years. The strategy takes into account that the structure should be flexible to meet the requirements of RCQE across time. Moreover, a comprehensive benchmark study is conducted on the similar international organizations to figure out the construction of their organizational structures. In order to design the most effective structure, the following principles were taken into consideration:

- Align organization structure with RCQE strategic goals and mandates.
- Capture internal synergy in organization by centralizing and grouping functions, where possible.
- Set up lean organization with limited number of layers.
- Start with small number of full time employees and work with world-class partners to build RCQE capabilities and add capacity over time.
- Maximize collaboration with other UNESCO centers.

Accordingly, the future vision of the organization structure is defined and the function and processes of each department are identified. Also, it is decided that RCQE to start with 12 staff in year 1 and ramp up to 27 in year 5 as service offering is expanded and departments will be activated.

The following figure illustrates the final view of the RCQE organizational structure across the coming five years:

The following figure illustrates the final view of the RCQE organizational structure across the coming five years:





Key
Performance
Indicators
(KPIs)

Key Performance Indicators (KPIs)

This section will illustrate the KPIs of each strategic goal to ensure RCQE is achieving its goals as planned.

1. Develop high quality research programs

The strategy of RCQE is mainly based on developing high quality research programs to promote quality and excellence in education within the Arab world. The purpose of these programs is to conduct fact-finding research based on needs of educational systems to be satisfied.

This goal will be realized through three mechanisms. Each mechanism will be processed progressively on short and long terms.

The following table illustrates the process that RCQE will go through in order to realize this strategic goal.

Goal	Mechanisms	2 year target	5 year target
Develop high quality research programs	Regular production /dissemination of research reports	2 reports + 4 quarterly articles produced annually on education quality and excellence	3 reports + 4 quarterly articles produced annually on education quality and excellence
	Satisfaction of stakeholders with the quality of research publication	stakeholders 70% satisfied with quality of research publication	Above 80% stakeholders satisfied with quality of research publication
	Facilitating Workshops / seminars related to quality and excellence education	2 workshops / seminars facilitated / organized per year	4 workshops / seminars facilitated / organized per year

2. Promote and develop capacity building initiatives

RCQE pays specific attention in its strategy to promote and develop capacity building programs targeting educators and personnel involved in education processes in order to provide specialized training in all aspects of quality and excellence. These programs will be of a local and regional nature.

This goal will be achieved through three mechanisms. Each mechanism will be processed on short and long terms.

The following table illustrates the process that RCQE will follow in order to realize this strategic goal.

Goal	Mechanisms	2 year target	5 year target
Promote and develop capacity building initiatives	Organizing Capacity building workshops on education quality and excellence	workshops facilitated 2 per year	5 workshops facilitated per year
	Coordinating Capacity building programs	Training coordination to be offered after 2 years of RCQE operation	
	Satisfaction of educators with the quality of capacity building workshops and programs	of stakeholders 70% satisfied with quality of workshop facilitated	Above 80% of stakeholders satisfied with quality of workshop provided

3. Provide technical consultation

RCQE plans, in its strategy, to provide member countries with technical consultations, practical ideas, and best practices related to quality teaching and learning. Appropriate fulfillment of this goal starts after two years of RCQE operation.

This goal will be achieved through three mechanisms. Each mechanism will be processed on the long term. However, during the short term, RCQE will work on building its credibility within the educational landscape and establishing strong database for achieving this goal.

The following table illustrates the process that RCQE will go through in order to achieve this strategic goal:

Goal	Mechanisms	2 year target	5 year target
Provide technical consultation	Providing Technical consultation to member countries	Consulting services to be offered after 2 years of RCQE operation	3 consultations provided by RCQE per year
	Producing compilation of best practices report		reports on best 4 practices in education quality and excellence per year
	Satisfaction of client organization with the impact of consulting project		Above 70% of satisfaction from client with impact of consulting project

4. Oversee and manage aid programs

Another critical strategic goal for RCQE is overseeing and managing aid programs. Within its capacity, RCQE shall manage aid funds delivered to eligible recipient countries to achieve the best allocation of resources

In order to achieve this goal three mechanisms have been identified. Each will be processed through short and long terms. Awarding fund management projects will start after two years of RCQE operation.

The following table illustrates the process that RCQE will go through in order to realize this strategic goal:

Goal	Mechanisms	2 year target	5 year target
Oversee and manage aid programs	Securing funds for internal projects	projects and amount 2-3 of funds targeting 10% of research budge	2-4 projects and amount of funds targeting 20% of research project
	Awarding External fund management projects	Fund management of external organizations to start 2 years after RCQE's initial operation	satisfaction 70% concerning the way RCQE efficiently manages and allocates funds
	Satisfaction of stakeholder with oversight and management of funds		

The background of the entire page is a repeating geometric pattern of interlocking squares and lines in a medium purple color. A white rectangular area is positioned in the lower-left quadrant, containing the text. A vertical purple bar is located on the right side of this white area.

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RCQE Team

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