

# **A Suggested Visualization to Ensure the Quality and School Accreditation for General Education Institutions in Yemen**

## **Analytical Research**

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**July 28<sup>th</sup> 2021**

### Summary:

Education remains the great force for building peoples and nations, as it plays a role in the development of human forces which is reflected in the development of those peoples. Therefore, the current research aims to improve the quality of general education outcomes in Yemen by presenting a suggested visualization for the implementation of the quality assurance and school accreditation system in primary and secondary schools. The research relied on the descriptive survey method, as the reality of general education quality indicators was identified and the difficulties faced, in addition to knowing the concept of quality and school accreditation in education, discussing the requirements for its application in schools, and reviewing the experiences of countries in applying quality assurance and school accreditation at the schools. Thus, the research reached several results, the most important of which are:

1. The indicators of general education in Yemen showed the low level of quality of the educational process, which contributed to the low level of student achievement, especially that the educational process in general education schools in Yemen faces many difficulties in many areas, including: the field of school administration, teacher advancement and their training, infrastructure (school building and laboratories), school curriculum and community partnership.
2. The process of applying quality assurance and school accreditation contributes to improving the performance and the quality of educational outputs, in light of administrative, legislative, financial, and educational requirements. The quality assurance and school accreditation models also indicated that the process of obtaining school accreditation is carried out by specialized bodies and according to specific criteria, through self-evaluation and external evaluation (accreditation).

### Keywords:

Quality, quality assurance, school accreditation, standards, general education institutions.

## Chapter One

### Introduction:

In light of the rapid global changes, such as globalization and the diverse knowledge revolution in various technical, technological and economic fields, many administrative systems that worked to overcome the difficulties resulting from these changes were found, and quality management represented the most administrative orientations to reform the reality of many institutions, and succeeded in overcoming the obstacles facing various systems, whether economic or educational, and this is due to their role in improving the performance level of institutions and focusing on satisfying the beneficiaries of their services.

The attention of many of those in charge of educational institutions has turned towards the application of quality management in schools on the basis that quality in education has become a global goal that many educational systems in the world seek to implement, in addition to the role of education in the process of human resource development, which represents the most important stock of knowledge that the countries possess. Therefore, the education reform movement received the attention of those interested in the educational process greatly, to the extent that some thinkers called the current era the era of quality as one of the main pillars of a management model that is more adaptive and in line with the international and local changes facing education in general (حسين، 2005: 113).

The interest in the quality of education has emerged more clearly as a result of the view of education as a long-term investment that must compete and seek to satisfy all beneficiaries of the educational process (students, teachers, parents, society), where students aspire to possess skills and competencies that help them enroll in the labor market, while parents aspire to rehabilitate their children, and society seeks educational outcomes that contribute to the various areas of development to build the country (الخضير، 2000: 14).

In fact, quality in education focuses on the educational product, which is the main objective of the educational process. Hence, it aims to raise

the efficiency of educational institutions through various development and improvement processes. Indeed, high-quality education is a global goal, so many educational systems seek to apply quality in order to work on the development of human resources in these institutions, as the stock of knowledge possessed by these resources is considered the most important resource in the current era (Al-Haj Ibrahim, 2014:108).

Quality management enables the management of the educational institution to analyze the difficulties in the correct scientific methods and deal with them through corrective and preventive measures to prevent their occurrence in the future, as well as to raise the level of awareness among all the elements of the educational institution, and to work in a team spirit to implement the quality system to promote the academic value of the educational institution at the local level or global (ضحوي، 2010: 287).

The quality assurance approach is one of the quality systems that relies on continuous feedback and one of the most important methods of measuring quality in educational institutions, due to its role in attempting to prevent errors and appropriately exploiting the available resources, in addition to giving confidence to the beneficiaries of education outputs; that is, it is a means of ensuring that errors can be avoided as much as possible. "The process of quality assurance in education requires examining objectives, content, resources, expected outputs, programs and courses" (Al-Ahmad et al., 1999: 13), and two ways are available to ensure quality within the educational institutions:

- 1. Accreditation:** It is the method that focuses on the inputs of the educational system, as this method assumes that if there is a high quality of the inputs, this will be reflected in the quality of the outputs.
- 2. Evaluation:** This method focuses on the importance of evaluating the outputs of the system (حسين، 2005: 42).

School accreditation appeared as one of the mechanisms for achieving quality in schools, which refers to the process of evaluating the quality of the educational level at the educational institution, which is carried out by a specialized body in the light of specific criteria for the various fields of the educational process. It is, indeed, a form of

external evaluation based on evaluating the performance, productivity and inputs, so it is considered an essential process in developing the reality of education in a way that guarantees quality and excellence in goals with a degree of efficiency and effectiveness(198 :2005 :حسين).

Furthermore, school accreditation represents the cornerstone of educational institutions' efficiency and quality assurance of their outputs. And in order to achieving it, the evaluation and quality assurance must be implemented in form of measures and systems leading to the access to accreditation. (2 :2020 :عودة). The school accreditation aims at raising the education quality and preserving it, ensuring accountability, supporting responsibility for all organizational aspects in the educational institution, operating within specific levels and criteria for evaluation of all aspects of the educational system in schools, and enhancing the community's confidence in recognized institutions. School accreditation also provides the opportunity for those interested in education outputs to learn about the quality of their certificates and the skills they obtained according to qualitative standards for the level of educational service and its components (271-272 :2008 :مجيد والزيادات).

School education represents the most important stages of education because it is the basis of the entire educational process and its role in the lives of individuals, as it lays the first foundations for building the personality of the individual, while secondary education continues to build that personality; They - that is, the basic and secondary education - deal with young people in sensitive age stages, in which their mental and creative abilities unfold, their preparations and tendencies are formed, their skills and attitudes grow. The amount of skills, knowledge and abilities developed during these stage affects later life, whether they engaged in the labor market or wished to continue their education or settled socially and psychologically (7 :2008 :الحاج). Therefore, many regional, Arab and international countries have been interested in applying quality assurance and school accreditation to maintain the quality of educational outcomes for schools.

The education system in Yemen is one of the systems that are still in the early stages of introducing quality to improve the educational outcomes quality for general education through the Ministry of

Education establishment of the Higher Council for Quality Assurance and Accreditation in 2013 AD, preceded by the School Development Department and the General Secretariat for Excellence. However, there is no actual impact of these administrations in general education schools, and the annual Audit Committee of the Strategy for the Development of Primary Education for the years (2009-2015) confirmed that the strategies that were developed for basic and secondary education did not reap their fruits well, due to the many problems they faced during implementation, the most important of which are:

Absence of a follow-up and evaluation mechanism, poor utilization of available resources in activities, unrealistic strategic plan in developing activities that is not compatible with the capabilities of schools (المطري 2018 :6).

In the same context, the study of the Educational Research Center for the year (2000 AD) revealed the low level of achievement in the outputs of basic education, and this is due to many reasons, the most important of which are: the weak abilities and skills of teachers, the lack of the role of supervision and educational guidance in carrying out its tasks, the weak role of the family in following up on their children, the lack of the use of educational aids in the process of developing students' abilities and skills during the course of the educational process (قطاع التعليم: 2000); therefore, the current research turned towards advancing the role of general education outputs in Yemen, joining Arab and international developments, and benefiting from contemporary administrative trends, in order to support the role of education in achieving development.

### **Research Problem:**

General education is the fundamental building block of education for its important role in the development process through its outputs, which may enter the labor market or the various universities and disciplines to develop their skills further. Hence, many of those interested in the quality of its outputs and in improving its quality are looking to the introduction of school accreditation, which is one of the modern administrative orientations by which the quality level of the educational process within schools is

judged through basic requirements to achieve its role in the process of improving performance and the quality of outputs. Therefore, the current research seeks to present a vision to ensure quality and school accreditation in general education institutions in Yemen in order to improve the quality of educational outputs by introducing the main question:

### **What is the suggested scenario for quality assurance and school accreditation in general education schools in Yemen?**

The following questions arise from it:

1. What is the reality of the quality of education in general education schools in Yemen?
2. What are the obstacles facing quality assurance and school accreditation in general education schools in Yemen?
3. What is the concept of quality assurance and school accreditation in academic education?
4. What are the experiences of countries in ensuring the school's quality and accreditation in schools?
5. What are the requirements to ensure quality and school accreditation in schools?

### **Research Objectives:**

The current research aims to build a suggested visualization to ensure quality and accreditation for general education schools in Yemen, by identifying:

1. The reality of general education institutions in Yemen (basic education - secondary education).
2. The obstacles facing quality assurance and school accreditation in general education schools in Yemen.
3. The concept of quality assurance and school accreditation in general education and its objectives, importance, and fields.
4. Experiences and standards of some countries in applying school accreditation for general education schools.
5. Requirements for ensuring quality and school accreditation in general education schools.

### **Research Importance:**

The importance of the research is highlighted through:

- Presenting the reality of the general education, which includes the basic and secondary education and analyzing it.
- Determining the most important challenges and difficulties that the general education system encounters in Yemen, which involves most of the age groups of both genders constituting the nucleus for building the community in the future.
- The benefit that the Ministry of Education will obtain from the results of the current research to correct the imbalances in the reality of schools, and the other reforms they require.
- Research attempt to come out with practical results to be implemented on reality and what can ensure the education quality in Yemen through the vision that was built accordingly to the research result.
- Yemen's need to carry out an educational advancement that includes all components of the education system, starting with basic and secondary schools, which are the basis for the process of building qualified manpower to join universities or the labor market.
- A practical research attempt to monitor the weakness in the general education system in Yemen in order to address solutions and treatments to ensure the quality of education and the application of school accreditation.
- Presenting a suggested visualization for the application of school accreditation in general education institutions in Yemen.

### **Search Terms:**

**The current research relied on the following terms:**

- 1- Suggested visualization:** The researcher refers to the procedures, requirements and standards by which quality assurance and accreditation are ensured in general education schools in Yemen in order to improve the level of performance and the quality of educational outputs.



## 2- Quality:

- **Quality is a language:** as explained by Ibn Manzur in his Dictionary of Lisan Al-Arab (The Arab Tongue), its origin is “goodness”, and “good is the opposite of bad, and good was added to the object, which means its quality was improved, and I made something good so it became better, and making something better is like it, and he added some quality and improved the object, meaning he brought good in word and action” (ابن منظور، 1997: 411).
- **Quality idiomatically:** is “the suitability of the product for use” (132 :2006 (عبوي، And quality is “that the administrative processes are carried out without any error, tampering, or deficiency and from the first attempt, and that the satisfaction of the beneficiary of the service is satisfied”(سباعي، 2005 :50) .

## 3- Quality Assurance:

It is defined as “a term that carries the implications of preventing failure, and ensuring that the required standards are achieved from the first time, by proposing policies and implementation mechanisms that include achieving quality system processes within the educational institution” (عاشوراء، 2010 :152).

As for quality assurance in education, it is “the set of activities, methods, procedures, and measures that are taken to control the degree of quality of the educational product in order to meet the labor market in the best and most appropriate cost possible. In other terms, it is the totality of the technical methods and activities used in the administration by which a high-quality service can be performed” (عبد العزيز وعبد العظيم، 2005 :474)

- Procedural Quality Assurance is: a set of administrative processes and policies by which an educational institution is evaluated according to pre-determined quality standards.

## 4- Accreditation:

Accreditation in the Arabic language comes from the verb “to count on”, and relied on it in the sense of rest on and rely on, and depend on the thing, i.e. he aimed, “It is said: the president counted on the matter, approved it, and ordered its enforcement” (أبو حرب، 1985 :726). In the

English language, the term “accreditation” is used to mean “giving or granting a certificate of confidence to something that has attained the highest standards of quality” (Tenth Indian Reprint, 2003: 12).

Accreditation is defined idiomatically as “the authorization, decision, or approval of something, such as permitting individuals to be studied or confirmed and approved to an authority or educational institution on educational activities after meeting the required conditions or criteria to carry out such tasks” (البناء و عمارة، 2005: 267).

- **School Accreditation:** “It is the recognition granted by the quality assurance and accreditation bodies concerned with educational institutions to a school, which shows that the school has an effective system or many that guarantee the achievement of quality and continuous improvement in line with the desired standards” (عاشور 2010: 152).
- **Procedural School Accreditation:** It is a standing and approval provided by an official body specialized in school accreditation for general education schools in return for them meeting the minimum standards and requirements of the Accreditation and Quality Assurance Authority.

## 5- Standards:

They are “yardsticks, checkpoints, or benchmarks, by or through which the levels and objectives achieved are checked. Standards describe in detail the characteristics of the requirements and conditions to be met, and above all they provide the quantitative and qualitative basis on which an evaluation conclusion is drawn.” (البهواشي، 2007: 94).

## 6- General education Schools:

General education schools in Yemen are defined as: educational institutions supervised by the Ministry of Education, and they are:

- **Institutions of Basic Education:** It is a unified general education for all students in the Republic for a period of 9 years, and is com-

pulsory from the age of six, in which the trends and tendencies of students are discovered and their own abilities are developed

(وزارة التربية والتعليم، 2005: 7)

- **Secondary Education Institutions:** This is the education that allows students who have obtained the unified basic stage certificate to continue developing their scientific and specialized knowledge. This specialized stage takes three years, after graduating from it, students can go out to the labor market directly, or start their own education, and it offers many options for them in the light of their abilities, preparations and tendencies in the light of educational guidance for these choices (وزارة التربية والتعليم، 2005: 8).
- **General education Procedurally:** The researcher refers to the stages of general education in Yemen, which include basic education schools and public secondary education in Yemen.

#### **Search Limits:**

- **Objectivity limits:**

The research includes general education in Yemen (basic and secondary), quality assurance and school accreditation in schools, requirements and standards, their stages, models and experiences of quality assurance and school accreditation of some countries.

- **Spatial Limits:**

General education schools in the Republic of Yemen.

- **Time limits:**

The research was conducted in 2021 AD.

## Chapter Two

### 1- The Theoretical Framework:

This part of the research deals with the theoretical framework through many axes, namely:

The first axis: the quality of public education in Yemen, its indicators and obstacles.

The second axis: quality and school accreditation in education.

The third axis: previous studies.

The Fourth Axis: Countries' experiences in ensuring quality and school accreditation in schools.



*Yemeni schools*

**These axes were presented as follows:**

**The first axis: the quality of public education in Yemen, its indicators and obstacles.**

This axis deals with the indicators of the quality of general education by presenting the indicators of general education in the schools of the Republic of Yemen, which are as follows:

**First: Indicators of the Quality of General education:**

General education, with its two parts (basic and secondary), has received great attention due to many considerations, the most important of which are that it covers a high percentage of the community segment of the age group 7-18 years old, in addition to that, it is the nucleus

and the first step for establishing education in general, where a general education graduate acquires basic skills. that helps him enroll in various educational institutions, such as institutes or universities. Therefore, the Ministry of Education was established by Decree N° 16 for the year 1963 AD to take over the management of general education, which currently includes basic and secondary education, and from here the indicators of general education were presented during the period between 2008-2014 in order to identify its reality, and the most important problems that face it and limit its ability to raise the quality level for this type of education.

### 1- Students:

#### - Indicators of Enrolment of Basic Education Students:

Indicators of primary education in the period from 2009-2014 AD showed an increase in the number of enrolments from 4,327,450 students in 2009 AD to 5,143,923 students in 2014 AD, with an average annual growth of 3.35%. The average growth of males reached 2.89 compared to females 4.43 which was in favor of females, as the Ministry of Education is making a lot of efforts to support the process of their enrolment in schools, and despite this increase, the percentage is still low.

**Table 1: Development Rates of those Enrolled in Primary Education during the Period from 2008/2009AD to 2013/2014AD**

Academic Year	Males	Growth %	Females	Growth %	Total	Growth %	% of Females to Total	% of Females to Males
2008/2009	2498675	-	1828775	-	4327450	-	42.26	73.19
2009/2010	2522886	0.97	1879793	2.79	4402679	1.74	42.7	74.51
2010/2011	2667272	5.72	1989118	5.82	4656390	5.76	42.72	74.57
2011/2012	2675184	0.3	2030412	2.08	4705596	1.06	43.15	75.9
2012/2013	2781782	3.98	2159077	6.34	4940859	0.05	43.7	77.61
2013/2014	2874518	3.33	2269405	5.11	5143923	4.11	44.12	78.95
Average		2.86		4.43		3.53	43.28	76.31

Source: المجلس الأعلى للتخطيط، 2015 : 10

– **Indicators of Internal Efficiency of Primary Education:**

The internal efficiency indicators for basic education schools include everything related to students in terms of failure, passage, and dropout. These indicators for the year 2014 AD showed the following:

- An increase in the level of educational waste in the failure and dropout rates of students, and a decrease in the completion rates of the school stage; thus, the higher the volume of educational waste is, the lower the quality of the educational output will be.
- The educational environment in schools does not represent an attractive environment for many students so the dropout rate goes up.
- An increase in the dropout rate for females is clear despite the existence of many projects that support their enrolment in education, such as the nutrition project provided by the World Food Program, the primary education development project, and the conditional cash donation project in rural areas.
- The high dropout and failure rates indicate that the educational environment in primary schools was not attractive to students (المجلس الأعلى للتخطيط، 2015: 15).

**Table 2: Internal Efficiency Indicators  
in Primary Schools for the Year 2014**

Statement	Grades 1 – 6			Grades 1 - 9		
	Males	Females	Both Genders	Males	Females	Both Genders
Average Failure Rate	9.7	7.7	8.9	9.62	7.3	8.62
Average Passage Rate	84.1	84.7	84.4	83.42	85.05	84.12
Average Dropout Rate	6.1	7.6	6.8	6.96	7.65	7.26
Average Completion Rate	52.3	47.5	56.4	32.2	29.3	37.7

Source: المجلس الأعلى للتخطيط، 2015: 11.

– **High school Student Enrolment Indicators:**

The number of students enrolled in secondary education increased during the year 2008-2009 AD from 580,829, in which the number of male students reached 374,317 and the number of female students reached

206,512, while the number of students enrolled in the year 2013-2014 AD reached 730,434 students, the number of males reaching 435,472 students compared to 294,962 females, with an average annual growth of 4.74% for both genders, and 7.43% for females which is higher than the male classes, at a rate of 3.12%, and this is due to the Ministry's role in encouraging girls enrolment in secondary education.(المجلس الأعلى للتخطيط، 2015 :15)

**Table 3: Evolution of Enrolment in Secondary Education during the Period from 2008/2009 AD to 2013/2014AD**

Academic Year	Enrolment						% of Females to Total	% of Females to Males
	Males	Growth %	Females	Growth %	Cumulative	Growth %		
2008/2009	374317	-	206512	-	580829	-	35.55	55.17
2009/2010	363316	-2.94	211583	2.46	574899	-1.02	36.80	58.24
2010/2011	382708	5.34	232883	10.07	615591	7.08	37.83	60.85
2011/2012	393777	2.89	248296	6.62	642073	4.3	38.67	63.05
2012/2013	415487	5.51	274839	10.69	690326	7.52	39.81	66.15
2013/2014	435472	4.81	294962	7.32	730434	5.81	40.38	67.73
Average	-	3.12	-	7.43	-	4.74	38.70	63.21

Source: المجلس الأعلى، 2015 :15

**Indicators of internal efficiency of secondary education:**

The national rate of passage in secondary education reached 87.70% for both genders, 84.80% for males and 92.30% for females, while the national drop-out rate for both genders was 3.71%, for males 5.51% and 0.58% for females. Hence, the recurrence rate was 8.59% for both genders, 9.69% for males and 6.85% for females.

**Table 4: Internal Efficiency Indicators  
 in Primary Schools for the Year 2014**

Statement	Grade 1		Grade 2		Grade 3		Cumulative		
	Males	Females	Males	Females	Males	Females	Males	Females	Total
Failure	10.18	6.88	7.68	4.94	11.15	8.96	9.69	6.85	8.59
Passage	78.28	86.2	91.29	95.04	86.55	97.7	84.80	92.30	87.70
Dropout	11.53	6.92	1.02	0.02	2.3	-6.67	5.51	0.58	3.71

Source: المجلس الأعلى للتخطيط، 2015: 16.

Under the leadership of the Ministry of Education, Yemen has adopted a modern approach to the development of general education by setting development strategies for the primary and secondary levels. These strategies focused on the quantitative aspect without paying attention to the quality of education and educational services provided to students, which in turn affected the quality of outputs. The decline in the level of students in the basic education stage, which has remained until the secondary stage, has contributed to the low internal efficiency of secondary schools. The results of the International Tests of Science and Mathematics for the basic stage (TIMSS) indicated this. It was also noted that there was a decline in the quality of education and a lack of students' skills in the reading and writing, which in turn contributed to the low efficiency of the internal system of secondary schools and hence the university stage (المجلس الأعلى، 2014: 20).

## 2- Curriculum:

The Ministry of Education has developed a curriculum for general education stages (1-12), which includes a set of subjects: the Holy Qur'an, Islamic education, Arabic language, mathematics, social studies (history, geography, civism, Yemeni society), English language, Sciences (physics, chemistry, biology), philosophy, psychology, statistics, physical education and arts.



The current curriculum focuses on the role of the student, that is based on the discovery of information. However, the reality of implementing this type of curriculum lacks the appropriate environment at schools, as teachers do not possess the necessary skills and strategies for the success of this type of curriculum, with the Ministry's weakness in providing textbooks for all students. This is considered an obstacle in the process of achieving the objectives of the curriculum. In addition, the current curriculum lacks the necessary objectives to develop the capabilities and skills related to students' daily life, such as problem-solving skills and the use of information and computer technology, through which a graduate is prepared to fit into the labor market or to join universities. (البنك الدولي، 2010: 58-59).

In addition, there is a weakness in the practical and applied aspects of the courses of these curricula. Most of the laboratories suffer from a lack of resources and laboratory materials, and some suffer from not completing their equipment with the financial capabilities necessary for the teaching and learning processes, and some curricula need to be reformulated to suit the age level of students in the primary and secondary education stages. (المجلس الأعلى للتخطيط، 2010: 43).

Moqbel's study showed that the curricula of the primary and secondary stages go one-way from the top to the bottom line, with poor alignment with rapid scientific developments, and their responses to the needs of society and the development requirements that Yemen seeks through its children, and their focus on the knowledge aspect largely, without taking into account the special needs of the development of personal social competencies for the students at this stage. In addition to relying on the textbook as a main means of communicating information; there is limited provision and use of educational aids, and this limits the role of the curriculum in developing students' abilities and skills, especially in scientific subjects. (مقبل، 2010: 95).

### 3- Teachers:

The teacher is the cornerstone of the educational process. Yemen witnessed an increase in the number of teachers in the year 2008/2009 AD from 196,807 teachers to 223,322 teachers during the year 2013/2014 AD, distributed between primary and secondary education, and this is explained as follows:

- The number of educators for the year 2008/2009 AD for the pre-university education sector reached 162,785 teachers, and the number increased to 183,280 teachers during the year 2013-2014 AD.
- The number of non-educators for the year 2008-2009AD for the general education sector reached 33,957 teachers, and rose to 39,966 during the year 2013-2014 AD.
- The number of uninformed and working in the general education sector in the year 2008/2009 AD reached 65 teachers, and the number increased to 76 teachers during the year 2013/2014 AD.

**Table 5: Numbers of Teachers Who Contributed to the Classes Schedule in Primary and Secondary Education from 2008 AD to 2013 AD.**

Type	2008 – 2009 AD				Females %	2013 – 2014 AD			Females %	Increase Rate %		
	Stage					Males	Females	Cumulative		Males	Females	Cumulative
		Males	Females	Cumulative								
Educational	Primary	96185	28580	124765	22.9	99639	39215	138854	28.2	3.6	37.2	11.3
	Secondary Only	12891	4950	17841	27.7	13997	6540	20537	31.8	8.6	32.1	15.1
	Primary and Secondary	17464	2715	20179	13.5	20075	3814	23889	16	15.0	40.5	18.4
	Cumulative	126540	36245	162785	22.3	133711	49569	183280	27	5.7	36.8	12.6
Non-Educational	Primary	17284	13104	30388	43.1	16990	18075	35065	51.5	-1.7	37.9	15.4
	Secondary Only	1298	450	1748	25.7	1524	828	2352	35.2	17.4	84.0	34.6
	Primary and Secondary	1384	437	1821	24.0	1801	748	2549	29.3	30.1	71.2	40.0
	Cumulative	19966	13991	33957	41.2	20315	19651	39966	49.2	1.7	40.5	17.7
Unknown	Primary	32	12	44	27.3	25	34	59	57.6	-21.9	183.3	34.1
	Secondary Only	12	0	12	0.0	3	2	6	33.3	-66.7	-	-50.0
	Primary and Secondary	9	0	9	0.0	7	4	11	36.4	-22.2	-	22.2
	Cumulative	53	12	65	18.5	36	40	76	52.6	-32.1	233.3	16.9
Total Cumulative	Primary	113501	41696	155197	26.9	116654	57324	173978	32.9	2.8	37.5	12.1
	Secondary Only	14201	5400	19601	27.5	15525	7370	22895	32.2	9.3	36.5	16.8
	Primary and Secondary	18857	3152	22009	14.3	21883	4566	26449	17.3	16.0	44.9	20.2
	Cumulative	146559	50248	196807	25.5	154062	69260	223322	31	5.1	37.8	13.5

Source: المجلس الأعلى، 2015: 37.

According to Law N° 37 for the year 1998 AD, a post-secondary diploma represents the minimum scientific qualification for teachers of general education schools, and it is obtained from a teacher training institute. The appointment may be made according to the law for teachers without educational qualifications or from high school holders, depending on the needs by virtue of the presence of rural areas

([https://yemen-nic.info/db/laws\\_ye/detail.php?ID=11548](https://yemen-nic.info/db/laws_ye/detail.php?ID=11548)).

This has led to the appointment of about 40% of unqualified teachers in primary and secondary schools, in addition to the absence of a specific mechanism for the teacher evaluation process that includes important criteria and indicators for the evaluation process, including academic qualification, educational training and years of experience. (البنك الدولي، 2010: 70).

#### **4- School Buildings for General Education:**

The indicators of the Supreme Council for Planning showed a quantitative development in the number of private schools for general education. The number of schools reached 17,136 during the academic year 2013/2014 AD, while the number of schools in 2008/2009 AD was 15,661 schools. This quantitative development is highlighted by the increase in the number of boys' schools, where in 2009 AD, the number of schools reached 1,160 and in 2014 AD 1,377 schools. While the female schools amounted to 1,040 and 1,248 non-mixed schools, respectively (2015: 22). This increase is due to the low enrolment of females in education, in addition to the enrolment of some of them in mixed schools. The number of primary schools also increased from 11,816 schools in 2005/2006 AD to reach 12,767 schools in 2013/2014 AD. This is due to the dispersal of the population and the rugged mountainous nature of Yemen, and the decrease in the number of secondary schools for males and females. We also notice a decrease in the number of independent secondary schools. This requires a review of urban secondary schools and district centers to face the problem of classroom overcrowding and the provision of appropriate educational equipment.

We also note an increase in the number of mixed schools (primary and secondary) from 3,524 schools in 2008/2009 AD to 4,005 schools during 2013/2014 AD, which in turn requires providing more independent schools in the future. (المجلس الأعلى للتخطيط، 2015: 22).

**Table 6: Distribution of Primary and Secondary Education Schools by Stages and Gender from 2008 to 2014 AD**

Academic Year	Primary Only				Primary and Secondary				Secondary				Total cumulative			
	Boys	Girls	Mixed	Cumulative	Boys	Girls	Mixed	Cumulative	Boys	Girls	Mixed	Cumulative	Boys	Girls	Mixed	Cumulative
2008/2009	689	599	10528	11816	344	397	2783	3524	127	44	150	321	1160	1040	13461	15661
2009/2010	739	612	10466	11817	351	414	2744	3509	128	45	152	325	1218	1071	13362	15651
2010/2011	785	625	10966	12376	363	435	2934	3732	134	50	147	331	1282	1110	14047	16439
2011/2012	805	639	10876	12320	377	449	2954	3780	139	53	153	345	1321	1141	13983	16445
2012/2013	819	676	11144	12639	401	488	3019	3908	147	57	161	365	1367	1221	14324	16912
2013/2014	819	678	11270	12767	405	511	3089	4005	153	59	152	364	1377	1248	14511	17136
% Increase	18.9	13.2	7.0	8.0	17.7	28.7	11.0	13.6	20.5	34.1	1.3	13.4	18.7	20	7.8	9.4
Average	3.8	2.6	1.4	1.6	3.5	5.7	2.2	2.7	4.1	6.8	0.3	2.7	3.7	4.0	1.6	1.9

Source: المجلس الأعلى، 2015: 22

General education schools in Yemen vary between existing buildings designed to be school buildings, numbering 14,751 schools, and between buildings not designed to be school buildings, numbering 1,182 schools, and temporary buildings in the form of (hangar - cabin - tent - hut) which number reached 335 buildings, and among improvised buildings (a mosque - outdoor - a cliff), and their number is 319 (The Supreme Council for Planning, 2014: 18). Most of these buildings do not meet the conditions of a school building, and they suffer from a scarcity of laboratories; where the science laboratories were distributed in urban areas at a rate of 0.70 laboratories for each school, and the number of science laboratories in urban areas was 2,145, of which 679 were laboratories for secondary education, while in the countryside there were 0.29 laboratories for each school, and 2,089 science laboratories in the rural, of which 619 are secondary education laboratories

(المجلس الأعلى للتخطيط، 2015: 25)

These laboratories are characterized by a lack of laboratory tools, poor school administrations' interest in providing laboratory tools, poor safety conditions in existing laboratories, and low level of qualification of technicians, all of which affects the students' scientific abilities in absorbing the applied aspect of scientific materials. Computer laboratories are also reduced in all schools where the overall average was 0.16 computer lab for each school. The

disadvantage of the current labs is that the computers there are old and few, and the computer courses are weak, while the space of the labs is not proportional to the number of students, in addition to the weak financial allocations for equipping computer labs  
 (المجلس الأعلى للتخطيط، 2010: 18)

**Table 7: Shows the Evolution of the School Buildings in Primary and Secondary Education from 2009 to 2014 AD**

Building by Type	2008/2019 AD	%	2013/2014 AD	%	% Improvement	Increase
<b>Total Buildings</b>	15322	-	16587	-	-	8.3
<b>Existing Buildings:</b>	14550	94.96	15933	96.06	1.10	9.5
- Buildings designed as school buildings	13687	89.33	14751	88.93	-0.40	7.8
- Building not designed as school buildings	863	5.63	1182	7.13	1.49	37.0
Temporary Buildings (Hangar, Cabin, Tent, hut)	276	1.80	335	2.02	0.22	21.4
Improvised Buildings (mosque, outdoor, cliff)	496	3.24	319	1.92	-1.31	-35.7

Source: المجلس الأعلى، 2015: 24.



*Yemeni schools*

### 5- General Education Schools Administration:

The school administration plays an active role in the success of the educational process; it is the movement of communication among all parties (teachers - students - mentors - administrators - the community surrounding the school - the family). An increase in the number of directors in school administration was observed during the period 2005-2012 AD for all public sector schools (primary, secondary and mixed). During the year 2005/2006 AD, the number of directors increased from

11,992 to 13,532 general directors in 2011/2012 AD, with a growth rate of 12.84 in favor of 49.94% female directors compared to 10.16% male directors for primary and secondary schools

(المجلس الأعلى للتخطيط، 2012: 20).

**Table 8: Evolution of the School Principals Number by Stages and Gender from 2005/2006 AD to 2011/2012AD**

2005/2006				Females			Females				
Stage	Males	Females	Cumulative	%	Males	Females	Cumulative	%	Males	Females	Cumulative
Primary	8078	543	8531	5.31	8728	699	9427	7.41	8.05	54.30	10.50
Distribution %	72.23	56.00	71.14		70.85	57.63	69.66		-	-	-
Secondary	277	34	311		293	44	337		5.78	29.41	8.36
Distribution %	2.48	4.20	2.59	10.93	2.38	3.63	2.49	13.06	-	-	-
Primary / Secondary	2828	322	3150		3298	470	3768		16.62	45.96	19.62
Distribution %	25.29	39.80	26.27	10.22	26.77	38.75	27.85	12.47	-	-	-
Total Cumulative	11183	809	11992		12319	1213	13532		10.16	49.94	12.84
Distribution %	100	100	100	6.75	100	100	100	8.96	-	-	-

Source: المجلس الأعلى، 2012: 27.

The reality of the indicators for school administrations in the general education sector indicates that most school directors are not appointed according to the criteria (qualification - seniority - specialization), but we find that many of the principals are holders of post-secondary and high school diplomas, and they are characterized by low levels of scientific and professional qualification, which affected their role in the school planning process and the follow-up and supervision of teachers during the implementation of the educational process (المجلس الأعلى). In addition to the above, the relationship between the school administration and the surrounding community is weak as there are no links of communication between parents and the school administration. (المجلس الأعلى للتخطيط، 2015: 18).

## 6- Funding:

Expenditure on general education increased during the period 2008-2014 AD with an average growth rate of 8.49%, as it increased from 231.8 billion riyals during the year 2008 AD to 346.1 billion riyals, while the amounts allocated to general education during the year 2014 AD reached 374.2 billion riyals, which constituted 12.98% of the total public expenditure of the state and it accounted for 78.34% of the total expenditures of the education and training sector, and the volume of current expenditures during the year 2013 AD amounted to 315.2 billion riyals, and the volume of investment expenditures 30.9 billion riyals, which means that the largest share of that funding is spent on salaries and wages for workers in the general education sector like teachers, supervisors, administrators and other general education workers.



**Table 9: Volume of General Education Expenditure and trends in the years 2008-2014 AD (One Million Riyals)**

Fiscal Year	Public Expenditure	Expenditure on Education and Training	Growth %	Expenditure on General Education	Growth %	Public Education Share from:	
						General Expenditure	Expenditure on Education
2008	2,248,166	293,863	-	231,818	-	10.31	78.89
2009	1,847,960	303,585	3.31	239,778	3.43	12.98	78.98
2010	2,115,428	300,188	-1.12	236,122	-1.52	11.16	78.66
2011	2,097,353	336,387	12.06	278,184	17.81	13.26	82.70
2012	2,813,835	376,584	11.95	308,560	10.92	10.97	81.94
2013	2,826,981	420,046	11.54	346,182	12.19	12.25	82.42
2014*	2,883,532	477,679	13.72	374,224	8.10	12.98	78.34
Average	-	-	8.58	-	8.49	11.99	80.27

Source: المجلس الأعلى، 2015: 37.

## 7- Assessment:

Assessment is one of the important procedures to measure the quality of education in any educational system. However, general education schools in Yemen lack a specific body to carry out the assessment process for all elements of the educational process and its activities. Therefore, the exams that are set at the end of each academic year are relied upon to assess the students' academic levels. However, this process was not to fulfill the main objective accurately, as the process of setting these exams faces many difficulties, namely:

- Absence of standards that determine the level of achievement of students for each subject and for each level separately.

- Most exams measure students' memorization level without other skills such as thinking or problem solving.
- Teachers lack the skills to develop effective tests

(البنك الدولي، 2010: 60)

The results of the evaluation carried out by the International Association for the Evaluation of Educational Achievement (IEA) in 2008 AD showed a decrease in the level of educational attainment in primary and secondary schools, especially in scientific subjects (mathematics and science) (البنك الدولي، 2010: 51)

General education schools in Yemen depend on guidance or the so-called educational supervision, which basically lacks a specific mechanism to exercise its functions in the reality of schools, and this in turn affects the quality of educational outputs

(المجلس الأعلى للتخطيط 2015: 18)

Through the previous presentation, it is clear that the reality of general education in Yemen suffers from the following:

- A decline in the quality level of general education institutions in Yemen.
- A decline in the level of educational attainment of students in all stages of general education, where we find a clear weakness in the abilities of students to acquire the basic knowledge and skills required for the current and future stage.
- An increase in the number of people enrolled in general education.
- High failure rates from various general education schools.
- The weakness of the current curricula and resolutions in developing the skillful, emotional and innovative aspects of many students.
- An increase in the number of schools which is accompanied by a weakness in the availability of the capabilities of laboratories.
- An increase in the number of non-educational and unqualified teachers.
- Weakness of many teachers' abilities and skills in using modern technologies, in modern teaching strategies, and in preparing exams, which is reflected in the level of students' achievement and the development of their abilities and scientific skills.

- Increasing in the number of school principals over the past years is offset by the weakness of their administrative and leadership abilities and skills.
- Centralization of funding, and reliance on the government to provide the education budget, which is mostly spent on salaries that are meager to the requirements of life.
- Poor infrastructure for laboratories, computers, libraries, and school furniture for many schools.
- Absence of a specialized body for the assessment process according to educational standards and indicators.

### **Second: The Obstacles Facing the Quality of General Education in Yemen:**

The general education sector in Yemen suffers from many difficulties, which have caused a low level of educational outputs quality.

These difficulties can be identified as follows:

- Severe centralization in decision-making by senior leadership.
- Low level of planning within schools, and the weak abilities of many directors of general education institutions to carry out strategic planning, and this is due to their low educational levels and the adoption of mediation in the process of their appointment
- Weakness of available resources, and this is a result of the schools' inability to find their own financial resources(الصعر، 2010)
- Poor performance and teaching capabilities of many teachers; as there are imbalances in the planning, implementation and assessment processes during the learning process due to the absence of post-appointment teacher training programs (مقبل، 2010: 106), in addition to the failure to adopt professional standards and conditions granted to practice the teaching profession, and the weak opportunities for training and professional development for teachers in the use of modern technology. and active teaching strategies, as well as weak guidance, supervision and follow-up, and low material and moral incentives for teachers (المجلس الأعلى للتخطيط، 2014: 38)

- Weakness of the current curricula and resolutions in developing students' abilities and skills in a way that supports them to join university education or the labor market.
- The school environment is inappropriate and does not have attractive factors for students; and the standard of equipment may be lacking in some schools.
- Focusing on the theoretical aspects of the courses and the weakness of the practical aspects.
- The weak role of school administration and the lack of criteria for the appointment and selection of school directors and leaders
- There are no specific criteria for the measurement and assessment process.
- The low level of community participation in the educational process, and the weak role of families in following up on their children's academic levels (المجلس الأعلى للتخطيط، 2014: 38)

In sum, the educational process in general education schools in Yemen faces many difficulties, the most important of which are:

- Weak school administration, which is a result of centralization that limits the ability of school leaders to take decisions.
- Weak abilities and skills of school leaders in school planning, human relations, and communication with the authorities surrounding the school.
- Lack of professional development opportunities for teachers of their scientific abilities and skills.
- Lack of keeping pace with the various curricula and its various courses for all the needs of the current era.
- Low infrastructure of schools, such as laboratories and classrooms for many schools.
- Weak role of community participation in the educational process.

### **The second axis: The quality and school accreditation in education.**

This axis deals with quality assurance and school accreditation by raising three topics: quality in education, quality assurance in education, and school accreditation, as follows:

## 1- Quality in Education:

Quality management in education refers to the quality of educational services that can meet the needs of students, based on a set of requirements, standards, and procedures through which the desired goals of the educational institution are achieved with the least effort and in the best way as a whole. (ضحوي؛ المليجي، 2010: 283).

### **A. Justifications for the Application of Quality Management in Education:**

Quality is an administrative system resulting from global changes that have affected all aspects, especially the economic and educational, and among those changes that imposed the introduction of quality management as an administrative system:

- Economic changes resulting from the boom in technology, which requires a change in the quality of skills for the labor force required for the labor market.
- Expanding education and increasing demand for it requires the necessity to provide the best so that the outputs are appropriate to the needs of the current era.
- Increasing the student density that aspires to high quality student services.
- Success of the application of quality as a new administrative orientation in many educational institutions.
- Technological progress and information and communication systems and their impact on the educational process.
- The need to rationalize spending on education in light of the scarcity of financial resources available for the various educational systems.
- Social responsibility for education, which imposed the introduction of new administrative trends and proved their success. (أبو رحمة، 2018: 23).

### **B. Benefits of applying quality management in educational institutions:**

Among the benefits envisaged by the application of generosity in educational institutions are the following:

- Developing education by identifying deficiencies in education inputs, processes and outputs.

- Developing the performance of all employees in educational institutions for continuous training within the quality activities.
- Developing the spirit of teamwork among all employees.
- Developing the skills and capabilities of all employees, including leaders, teachers, and technicians.
- Quality focuses on developing the processes more than defining responsibilities
- Taking preventive measures to prevent mistakes.
- The quality implementation provides many opportunities to communicate with educational authorities in the public or private sectors.
- Fulfilling the requirements of students, parents and the community in a manner commensurate with their aspirations.
- Identifying the forms of material and human waste, estimating their rates, and their impact on the level of internal efficiency of the educational institution (الشناوي؛ عيد، 2010: 236).

### **C. Principles of Quality Management in Education:**

The philosophy of quality management is based on many principles that the administration can adopt in order to improve the quality of the outcomes of the educational process in schools, including:

- Focusing on the student: it is the basis of the educational process; therefore, services are designed in a way that meets his needs and expectations, and includes the quality of the student that he must acquire: skills, attitudes, and knowledge.
- Focusing on processes and results together: It means focusing on all the processes that are run within the school in general, not just the educational product.
- Prevention of errors before they occur: where standards are used to measure the quality of educational services.
- Teamwork: where teamwork is the best means for continuous improvement in the quality management approach.
- Following the scientific method: Quality management depends on making decisions in the light of facts, and adopting the scientific concept in solving problems.

- Continuous improvement: This is through the educational institution's continuous improvement of all its operations and the services provided to students (حسين، 2005 :72-74).

## **2. Quality Assurance in Education:**

The quality assurance stage is one of the main strategies on which quality management is based because it depends on performing tasks to prevent errors in the sense of high-quality production, and this is what most educational institutions seek to raise the level of satisfaction of the beneficiaries of educational services (مجيد؛ الزيادات، 2007 :45).

Quality assurance is a system based on feedback, through its role in trying to prevent errors and appropriately exploiting the available resources, in addition to giving confidence to the beneficiaries of education outcomes; it is a way to ensure that errors are avoided as much as possible.

### **A. Quality Assurance Functions in Education:**

There are three main functions of quality assurance in educational institutions, which are:

- Ensuring quality in processes (planning, design, teaching and learning) as well as continuous quality improvement in outputs (student learning outcomes, system experiences).
- Helping the organization make optimal use of resources to achieve quality and other strategic goals. This can be achieved by ensuring the quality of operations of micro-systems of financing, strategic planning, and management of those systems that achieve the efficiency and high accounting capacity of quality programs.
- Assisting the institution in obtaining the highest levels of confidence in its performance of all its responsibilities, and assisting it in obtaining consistent and homogeneous educational results and outcomes, including the capabilities and contributions of graduates (محمد، 2007 :144).

## **B. Quality Assurance Objectives:**

The quality assurance system in educational institutions aims to achieve quality in the educational product through the following:

- Quality during the planning processes of the educational process.
- Setting goals for the quality policy and following up on its implementation from a comprehensive perspective.
- Designing budgets to control quality and following up performance in light of them.
- Knowing the tasks assigned to all employees of the educational institution.
- Knowing how to perform these tasks at a high level.
- Working to measure the quality of performance in light of the available requirements necessary to carry out the tasks and reducing the risks resulting from low confidence in the educational product and dependence on it (حسين، 2007: 168).

## **C. Quality assurance and mechanisms in educational institutions:**

Since upgrading manpower and their skills has become one of the most important aspirations of many educational institutions, many developed countries have adopted the quality management system and established mechanisms to achieve it, including:

- Accreditation or licensure system prevailing in the education system in the United States of America.
- System of quality assurance in education prevailing in the British education system (عاشوراء وآخرون، 2011: 146).
- Quality control.

There are those who view the previous mechanisms as a guarantee of quality, but each mechanism is distinguished from the other as follows:

### **Quality Assurance and Control:**

- The quality control system is a corrective system “because it is concerned with detecting errors in every step of quality” (حسين، 2005: 41) It is a dimensional process for the product or service, which goal is to take a specific action with regard to products or services that, after examination and audit, appear not to be of



the required level. Products or services and their disposal may be followed by other procedures to identify the causes of failure and recommendations for correction (مجيد؛ الزيادات، 2007: 19)

- As for quality assurance, it is a preventive system because it is concerned with preventing errors from occurring at the first time (الحجار، 2005: 261) and it is thus a tribal process that is taken before production and providing the service, and its aim is to provide the product or service with a required and pre-determined quality. The process of quality control does not prevent failure, but rather refers to it, thus what prevents it is the process of quality assurance (الطائي وآخرون، 2008: 310).

### **Relation between Quality Assurance and Accreditation:**

There is a close relation between accreditation and quality assurance, where accreditation is a method of quality assurance that is concerned with the comprehensive review and continuous evaluation of study programs (program accreditation) or institutional accreditation. The educational institution meets the accreditation requirements and standards set by the accreditation body, and performance is measured and evaluated in light of those standards. Accreditation is an emphasis on quality assurance, so educational institutions are looking for accreditation by specialized bodies that aim to:

- Offer guarantees to beneficiaries and stakeholders in terms of educational institutions providing the minimum quality.
- Encourage the development and improvement of educational institutions by examining and evaluating their activities, and issuing directives to raise their efficiency.
- Encourage continuous self-assessment of the educational institution.

Quality assurance is a system that relies on providing pre-feeding, and a means of making sure that there are no errors. Accreditation is inseparable from quality assurance as it is concerned with evaluating objectives, content, activities, resources, educational levels and outcomes. Thus, quality assurance completes the accreditation process as the accreditation work and its stages are organized

(عبد الهادي، 2005: 52), and (Al-Haj Ibrahim, 2014: 108)) explains that quality assurance is a tool for continuous improvement, while accreditation refers to an acceptable level of quality in an educational institution.

The researcher believes that quality assurance is a prerequisite for obtaining accreditation, which is concerned with passing a judgment on the educational institution, either with recognition or not, or with conditional recognition until the quality standards are fully met.

### **3. School Accreditation:**

Accreditation is one of the quality assurance mechanisms that emerged in the United States of America as one of the voluntary means to ensure the quality of education in schools and universities, so that a thorough and comprehensive examination is carried out to identify the extent to which the educational institution meets the quality standards specified by the Accreditation and Quality Assurance Commission, and this is done in light of many stages by which the level of quality is determined in those institutions.

The school education sector adopts a comprehensive concept of accreditation based on three basic dimensions:

- The educational institution (the school) meets the quality standards.
- Continuing improvement in the school.
- The effectiveness of quality assurance and quality control in the school (quality and training unit, follow-up systems, accounting and accountability within the school) (رشوان، 2013: 471).

#### **School Accreditation Objectives:**

School accreditation aims to control quality, accountability, and transparency, while identifying the strengths and weaknesses through which the paths of imbalances that appeared in the assessment process are corrected, and working to improve them. It also helps students move among recognized educational institutions, because they work within the standards of defined by a single accreditation body, and aims to:

- Achieving the objectives of the academic and educational process.
- Maintaining a high level of education.

- Encouraging schools to compete to achieve education goals.
- Serving the community by providing high quality and efficient outputs.
- Raising the level of trust for the community surrounding educational institutions.
- Providing effective and attractive educational environments for students (عودة، 2020: 15).

### **School Accreditation Features:**

School accreditation is distinguished from other modern administrative entrances and administrative mechanisms that follow the entrance to quality management, and these features include:

- Accreditation is an absolute necessity to ensure quality in education.
- Each accreditation system has advantages and disadvantages.
- Accreditation systems have various entrances; therefore, we notice that accreditation systems may differ from one society to another, but the common elements in the accreditation system are mutual, no matter how varied, so it is possible to benefit from accreditation systems from one society to another.
- Accreditation does not aim to categorize or rank the educational institution.
- Accreditation is a system that includes all education systems, whether school or university.
- It focuses on all aspects of the educational process from the beginning, all the way to the final product (the graduate).
- It enhances the credibility and trust of the local community in the educational institution (العجومي، 2018: 16).

### **The Importance of School Accreditation:**

The importance of school accreditation in educational institutions is evident through the multiplicity of its roles based on ensuring quality, improving the level of performance of all employees and contributing to the quality of outputs. Therefore, the importance of accreditation for schools revolves around the following:

- The importance of school accreditation is highlighted through its role in the evaluation process, where strengths and weaknesses are identified within the school, and this contributes to developing and improving performance among all employees, so future plans are developed in the light of the evaluation results, as well as accreditation contributes to the participation process of all employees and those interested in the educational process in the process of creating the school's vision, mission and objectives. This creates an administrative climate in which there are many positive relations among employees within the school and other external parties (Mensching, Brian. 2012: 14).
- Emphasis on the educational institution's fulfillment of all quality standards prepared by the accreditation body.
- Giving the local community confidence that their children receive an education that meets the conditions of quality.
- Improving the level of students' performance in various cognitive, skill, social and emotional fields.
- Providing opportunities for community participation within the school community (العجومي، 2018: 18)
- Ensuring the existence of an external assessment of educational institutions in line with modern procedures and policies.
- Improving professional and course services.
- Defining the vision, mission, objectives and activities, and providing an information system.
- Encouraging educational institutions to carry out an evaluation process that is based on general principles, standards and rules that encourage excellence in performance (العبري وآخرون، 2019: 349)

### **Types of School Accreditation:**

The accreditation system in any educational institution depends on one of the following types:

- **Institutional accreditation:** It is carried out through accreditation bodies so that it grants accreditation to the educational institution through its evaluation of the basic elements: vision, mission, goals, and material and human capabilities.
- **Specialized or programmatic accreditation:** It is the accredita-

tion that focuses on the quality of programs, professional, technical materials and teachers, their academic qualifications, experiences and activities, students and their school records, and the learning resources available to implement those programs according to pre-defined criteria.

- **Professional Accreditation:** it is concerned with recognizing the quality and competence of people to practice the profession of educating and teaching with high efficiency. This type of accreditation grants the school certificate of the profession from accreditation institutions carried out by specialized professional bodies (الهاجري، 2013: 510).

### **Areas of School Accreditation and Quality Assurance:**

The areas of quality assurance and school accreditation vary, but they do not exceed the following areas:

- Philosophy and objectives of the institution: so that they are clear, and formulated in a way that enables them to be measured and realistic, with the process of writing them down, including the vision, mission and goals, and working to review them on an ongoing basis so that they are compatible with actual programs and practices.
- Institutional organization and management: providing an administrative system that achieves the goals, designing an organizational structure that contributes to achieving the goals of the educational institution, carrying out the evaluation process, and clearly activating all laws and regulations within the school.
- Teachers: The appointment process for faculty members is carried out in accordance with specific standards, conditions and qualifications, and that their numbers are proportional to the number of students, while providing the appropriate capabilities for the professional development process for them, and providing financial incentives.
- Student Services: Providing student services that contribute to the development of their personalities and skills in a way that supports the achievement of the educational institution's goals, with the need

for these activities to take into account the individual differences among students, and to provide records of students' achievement on an ongoing basis.

- Curriculum: to reflect the educational institution's philosophy, goals, and mission, and to provide it adequately for students, with the need for modernization in a manner commensurate with the needs of the times, and to meet the educational, social and physical needs of students, taking into account the differences among students, with the use of appropriate methods in the school assessment process.
- Funding sources: There should be stable, diverse and sufficient funding sources for the needs of the educational process, financial planning guides, and a good accounting system to control the planning of financial resources.
- Library and information service: Providing a library that includes many books, references, and audio-visual materials that support the teaching and learning process, while encouraging students to use them, providing modern technical equipment, and training them to deal with such equipment correctly.
- Assessment: setting specific criteria for evaluating students' learning and performance, using appropriate methods for the assessment process, and using those results in setting the institution's strategy.
- School capabilities: to provide the appropriate buildings, technical equipment and furniture, establish a security and safety system in order to ensure the preservation of institutional capabilities during its operation, and to use the school environment and its surrounding environment to activate the academic and educational process.
- Student life: The educational leadership is keen to provide written rules that organize the standards of behavior of students and inform them about them, rules for guidance and supervision in dealing with students' problems in a positive way, and programs that meet the needs and interests of students(218-222 :2005 :حسين) .

### **School Accreditation and Quality Assurance Procedures:**

School accreditation is carried out through several steps:

1. **Self-study:** It is the first step in the process of quality assurance,

through which the educational institution can determine its current conditions, so the indicators of reality are analyzed, which helps to develop a strategy for development and improvement based on measuring the rate of performance and achievement, and this process is carried out through the participation of individuals working in the institution (176 :2005 :حسين), in light of the criteria and requirements of the accreditation awarding body, and the areas of self-study include the educational institution's vision, mission and objectives, educational programs and activities, and the institution's financial resources . (عبد العزيز، وعبد العظيم، 2005 :501-502)، Educational institutions are committed to programs that request accreditation follow the steps of the self-assessment process, which are:

**2. External Assessment:** This is done by a committee consisting of an appropriate number of educators with expertise and experience in the field of accreditation, where the field visit to the educational institution is carried out to study the documents related to the institution, ensure the credibility of self-study, conduct interviews with members of the school community, review the self-study report and prepare a comprehensive report on the educational institution (Al-Abri et al., 2019: 352). Harvy and Virkucs (HARHY&VIRKUSC, 2008) stress the need for the committee members to have many capabilities, including:

- Full understanding of the accreditation standards and those of a good institution.
- Understanding the indicators of these standards.
- The ability to deal with various standards in the manner that corresponds to them.
- Maintaining complete confidentiality of the company's information.
- Relying on the real experience of working individuals and working with institutions.
- Holding interviews with the institution's staff, students and teachers.
- Assessing the visited institution in light of clear criteria.
- Working as one team to get comprehensive results.
- Providing an oral report that is identical to the written report (Abdulaziz and Abdulazim, 2005: 503).

### **3. Final Decision (Accreditation):**

In light of examining the documents and the results of the evaluation (self and external), the accreditation body issues one of the following decisions:

- Granting of accreditation.
- Postponing the approval until the weaknesses are fixed.
- Refusal of accreditation, and the school can submit a petition to reconsider the refusal of accreditation (Abdul-Alim, 2016: 9).

### **Obstacles to Applying School Accreditation:**

(Maarouf 2018) and (Al-Ajrami, 2018) mention a number of obstacles that hinder the process of implementing accreditation in schools, as follows:

#### **1- Administrative and organizational obstacles represented in:**

- Centralization in making decisions.
- Weak community participation in the assessment process.
- Weak participation of teachers in the decision-making process.
- Instability of administrative workers and the speed of their change.
- Lack of understanding by many workers of the concept of quality assurance and accreditation.
- Failure to provide opportunities for school staff and the outside community to participate in the accreditation process.
- Spreading a culture of resistance to change in schools.

#### **2- Financial Obstacles Represented in:**

- Weak salaries and lack of incentives offered to participants in the process of applying accreditation within schools.
- The high costs of implementing school accreditation steps and stages.

#### **3- Human Obstacles Represented in:**

- Weak skills of the participants in the assessment process, including teachers, administrators and the local community.
- Weak spread of accreditation culture among school employees.
- Lack of professional development opportunities for teachers within the school.



(Al-Abri, and others: 2019) adds that among the obstacles facing the process of applying school accreditation in educational institutions is the weak dissemination of the cultures of quality and accreditation among the educational institution's employees, the lack of material, human and financial capabilities to implement them, and the lack of specialized cadres and expertise in the field of accreditation.

**From the above, it is clear that school accreditation:**

- 1) aims to ensure an appropriate level of quality for its role in achieving the objectives of the educational institution and improving its performance.
- 2) ensures that the educational institution meets the minimum standards of quality, and grants it an academic status among other educational institutions.
- 3) works to improve the level of performance of all employees through the process of training and continuous improvement to develop the capabilities and skills of all individuals belonging to the educational institution.
- 4) exercises its role in improving the performance of the educational process by ensuring the quality of the inputs to the educational process, and by providing an appropriate environment that supports the teaching and learning processes; this, in turn, is reflected in the improvement of educational outcomes.
- 5) contributes to the current and future planning process through the results, identifying the advantages and disadvantages of the educational system of the educational institution, providing opportunities to address the imbalances at the present time, and preparing and planning to avoid these difficulties in the future.
- 6) contributes to the provision of a database for the educational institution based on continuous documentation of administrative and academic processes, results of student achievement and other data that contribute to facilitating the stages of obtaining accreditation.
- 7) Among its most important fields and standards: vision, mission, goals, curriculum, teachers, learning resources, students, and assessment.
- 8) It goes through two stages:
  1. Self-assessment: a process carried out by a team from within the school; so that the quality level is determined.

2. External evaluation (accreditation): It is carried out by an external committee specified by the accreditation body so that the documents submitted after the self-assessment are verified, after which a decision is issued to approve the educational institution, postpone its accreditation, or withhold accreditation from it.
- 9) Among its most important obstacles:
  - Weak support of senior leaders and their weak commitment to implementing the quality assurance system and school accreditation.
  - Weak funding for the evaluation process in the school.
  - Resistance to change by school staff.

### **Requirements for the Application of Quality Assurance and School Accreditation in Schools**

Since school accreditation is a means of ensuring quality within educational institutions, it is characterized by many foundations that distinguish it from other quality entrances, including:

- The necessity of awareness of all employees at their various administrative and academic levels in the educational institution of the importance of accreditation in order to contribute to the process of implementing the accreditation stages.
- Having a clear and specific vision, mission and goals with the participation of all workers in the process of preparing them.
- Providing effective leaders working to spread the culture of accreditation and quality among all employees, while identifying the material and human needs for the implementation of the stages of quality assurance and accreditation.
- Working on accreditation and quality assurance practices in all matters relating to the learning process, whereby programs, courses, teaching methods, and assessment are designed in light of accreditation requirements.
- Existence of a specific work program to implement the accreditation, its steps, requirements, and capabilities.
- Working to spread the culture of teamwork among all employees (Al-Abri et al., 2019: 349).

(Majid and Al-Zayyat, 2008) mentioned that the ingredients for the success of school accreditation in educational institutions are related to the following:

- Establishing an accreditation system in educational institutions provided or adopted by international bodies for accreditation and quality assurance, provided that these bodies have the correct and clear elements of work in a way that helps performance and work efficiently and objectively.
- Spreading the culture of quality assurance and school accreditation among all employees of the educational institution, by setting media plans to disseminate them so that everyone has an element of self-confidence in the need to improve performance to achieve the goals of the institution with high efficiency and then obtain accreditation.
- Ensuring the selection of administrative leaders with high skills and capabilities to facilitate quality processes and procedures, and then the procedures for obtaining accreditation.
- Building training plans for employees within the educational institution to carry out self-assessment and the ability to internal audit.
- Spreading cultures that support the quality system and its mechanisms within the educational institution, including:
  - A culture of honesty with oneself, a culture of knowledge communication, respect for new opinions and ideas, and benefiting from global knowledge.
  - Spreading the culture of achievement and productive work away from wasting time.
  - A culture of merit and eligibility in selecting educational leaders at various administrative levels away from courtesies and mediations so that the selection is made according to specific conditions and criteria.
  - Spreading a culture of reward and punishment in order to curb illegal transgressions (2008: 279).

In the light of these components and foundations, many studies and research have shown that the process of implementing the quality assurance system and school accreditation in educational institutions requires various requirements.

- 1) Developmental requirements: training teachers on active teaching strategies, spreading a culture of quality among students.
- 2) Financial requirements: Providing a budget for the accreditation application project independent of the school's budget, as well as motivating incentives for the school that obtained accreditation.
- 3) Human requirements: Providing training courses in the field of quality to train human cadres to carry out the assessment process, as well as specialized cadres in the process of supervising the process of applying school accreditation, forming a quality team within the school, working on their participation in the decision-making process with the presence of self-improvement in light of the self-assessment results, and ensuring appropriate financial incentives.
- 4) School Curriculum Requirements: Providing auxiliary materials for the curriculum and modern teaching aids, with enrichment materials.
- 5) Requirements for an appropriate school environment: Providing a special committee for security and safety, adequate lighting and ventilation inside school buildings, a library with modern books, as well as computer labs and buildings for people with special needs.
- 6) Legislative and legal requirements: Providing laws for incentives and promotions for teachers, and passing a law to increase the salaries of school employees.
- 7) Organizational requirements: Spreading a culture of quality, developing a plan for the educational institution, providing the necessary resources for the assessment process, activating the communication process within the school, and ensuring a transparent environment for all employees, regularly evaluating performance.
- 8) Requirements for activating community partnership: holding seminars with the local community to enhance cooperation with them and provide opportunities to participate in improving the school's environment, inviting parents to participate in preparing school plans (Abu Rahma, 2018: 116-117).

While the study (Ashura et al., 2011: 161) indicated that among the requirements for applying school accreditation are the following:

- Providing standards for the school accreditation process in light of the study of international standards, and working to provide and

clarify them for all employees in educational institutions and developing strategies for their implementation.

- Continuous training and education for school staff on the concept of quality and school accreditation.
- Developing bylaws and regulations to give them flexibility to implement the accreditation process.
- Providing advanced technical systems that include a constantly updated information base on the educational system.
- Creating a culture that develops creativity and innovation and encourages teamwork within the educational institution.
- Adopting the method of preventive measures during the occurrence of problems.

Al-Maliki's study (2021) showed that among the requirements for applying school accreditation are the following:

- Effective educational leadership.
- Community partnership.
- School buildings.
- Planning for quality and continuous improvement.

The researcher believes, in the light of those studies and various models, that the system of quality assurance and school accreditation in school education institutions requires the following:

#### **1- Administrative Requirements:**

- Establishing a quality assurance and school accreditation commission.
- Continuously planning for quality in schools.
- Setting appropriate standards for school educational systems for many areas (school curriculum, school environment, teachers, learning resources).
- Spreading a culture of quality and accreditation among all employees of the educational institution.
- Legislative requirements:

- Setting appropriate regulations to ensure the application of the quality system and school accreditation.

## 2- **Educational Requirements:**

- Updating the curriculum in a way that contributes to the development of students' knowledge, skills and abilities which will help them face life outside the educational institution.
- Training the employees within the educational institution, and developing teachers professionally with all the new active education strategies and the use of modern technologies.
- Community participation requirements:
- Involving the community surrounding the educational institution and those in charge of the educational process in the process of developing and improving performance in the school.

## 3- **Financial Requirements:**

- Providing a financial budget to carry out the assessment process.

By studying the reality of the indicators of general education schools in Yemen, it became clear that they suffer from many difficulties in the areas of: school administration, school buildings, teacher development, curriculum, weak family and community participation in following up on the levels of their children, all of which contributed to the low level of quality of outputs basic and secondary schools, which prompted many employers in the labor market and universities to call for the need to reform the reality of education in schools to match their outputs with the requirements of those parties, even at the lowest levels of skill and knowledge. In addition, the present and future Yemen needs Yemeni cadres to build and develop it in all fields; therefore, the role of education in providing the appropriate outputs for the development process emerges.

## **The third axis: previous studies.**

The axis presents some Yemeni, Arab and foreign studies that dealt with quality assurance and school accreditation in some countries, and they were presented from the most recent to the oldest as follows:

**1- Abu Rahma Study (2018): Requirements for school accreditation standards to ensure the implementation of quality in general education schools:**

The study aimed to develop a suggested visualization for the application of school accreditation standards for quality assurance in general education schools in Palestine by identifying the most important executive requirements for quality assurance in general education.

The study concluded that the most important requirements necessary to ensure the application of school accreditation standards in secondary education schools are the provision of legal legislation and financial resources that support quality processes.

**2- Al-Shamiri study (2018): A suggested visualization to ensure the quality of pre-university education in the State of Kuwait:**

The study aimed to develop a suggested visualization to ensure the quality of pre-university education in the State of Kuwait, through getting to know:

- The intellectual framework to ensure the quality of pre-university education.
- The reality of quality assurance of pre-university education in the State of Kuwait.
- The difficulties facing the process of controlling the quality of pre-university education.
- The experiences of some countries in ensuring the quality of pre-university education.
- The comparative aspects of the reality of quality assurance of pre-university education in some countries.

The study concluded several results, the most important of which are:

- 1) **The pre-university education sector in the State of Kuwait faces many difficulties, including:**
  - Weakness of administrative stability in the higher centers supervi-

ing education and its institutions.

- Weakness of leadership skills of many pre-university school principals.
- Weakness in the field of professional development for teachers.

**2) The process of achieving quality pre-university education requires many requirements, including:**

- Determining the objectives of the learning stage and announcing them to all beneficiaries.
- Developing the capabilities and skills of school leaders.
- Raising the efficiency of teachers professionally.
- Updating the curricula to keep pace with the aspirations and needs of the twenty-first century.
- Preparing standardized evaluation tools to evaluate the performance of workers in the pre-university education sector.
- Opening up areas for community participation.

According to these results, Al-Shamiri presented his suggested visualization to ensure the quality of pre-university education in the State of Kuwait.

**3) Al-Matari study (2018): a suggested model to prepare general education schools in Yemen for school accreditation.**

The study aimed to identify how general education schools in Yemen can be prepared for school accreditation, by identifying the entrances to preparing the school for school accreditation, and identifying the most prominent international experiences in accreditation and the most successful experiences of quality and improvement that have been applied in Yemen. The study reached many results, the most important of which are:

- The absence of the concept of quality and school accreditation in many schools.
- Lack of quality requirements in most public education schools.
- Weak financial resources in schools.
- level of community participation has improved as a result of spread-



ing awareness of the importance of the relationship between the school and the family.

- Determining the availability of school accreditation requirements in general education schools in Yemen and building a model for preparing schools for school accreditation.

#### **4) Md. Mahmood Alam: (2015): Quality Assurance in School Education:**

The study aimed to clarify that the quality assurance mechanism in school education provides a wide scope for survival in light of the competition witnessed by the schools of education, whereby students are given a lot of values, knowledge and life skills that help them to practice their life affairs in an easier way, and this is done by providing an integrated educational environment elements in terms of teaching aids, teachers, learning environment and other educational elements, those that are evaluated according to quality assurance standards and indicators that are built with the participation of teachers, school leadership and parents.

#### **5) Al-Sulaimani study (2014): Requirements for the application of total quality management in general education schools in Dhamar city**

The study aimed to identify the requirements for the application of total quality management in general education schools in Dhamar Governorate. The study reached many results, namely:

1. One of the most important requirements for implementing quality management that general education schools need in Dhamar Governorate are:
  - Supporting the higher educational administration with the application of total quality management and its commitment to do so.
  - Spreading the culture of total quality in schools.
  - Developing and selecting effective leadership in schools.

- Continuous administrative and educational development of the school.
  - Strategic planning for schools.
  - Development of human management for schools.
  - Monitoring, measurement and evaluation.
2. There are no statistically significant differences at the level of (0.05) in the study sample's estimation of the requirements for the application of total quality management due to the variable of type, experience and qualification.
  3. There are statistically significant differences on the level of significance (0.05) at the requirement of spreading the culture of total quality due to the job variable in favor of the administrators.

**6- S.Parashar, N.sharma (2013): School quality assessment and accreditation (SQAA): A reform proposed by central board of secondary education to enhance the effectiveness of affiliated schools:**

The study aimed to enhance the effectiveness of schools affiliated with the Central Board of Secondary Education (CBSE) by assessing and analyzing the initiative quality (SQAA) of secondary schools in India, infrastructure, leadership and user satisfaction, human resources, management and governance. All those interested in the educational process will participate in it, and this in turn will contribute to improving quality within the school, and to the ability to face challenges that hinder quality management.

**7- Ashur et al. (2011): Requirements for applying international standards for quality assurance and school accreditation on general secondary education in Egypt:**

The study aimed to identify the most important requirements for the application of quality assurance standards and school accreditation for secondary education in the Republic of Egypt, by identifying international standards for quality assurance and school accreditation, and the experiences of countries in ensuring the quality of general education, and identifying the most important challenges facing the

application of quality assurance standards in Egypt.

The study concluded that the most important requirements for implementing quality assurance standards for secondary education in Egypt are:

- Establishing various committees for the purpose of studying global accreditation systems, formulating standards that are compatible with the education environment in Egypt, discussing international standards for quality assurance and determining implementation mechanisms.
- Developing administrative regulations and systems to ensure the quality of performance of tasks related to quality assurance and accreditation.
- Establishing an information technology system to improve the organizational performance of secondary education.
- Creating a general and integrated culture of encouragement, innovation and creativity.

#### **8- Al-Azani study (2011): The development of private pre-university education in the Republic of Yemen in the light of comprehensive quality standards:**

The study aimed to develop private pre-university education in the Republic of Yemen in the light of comprehensive quality standards by identifying:

- Stages of the emergence and development of private education in Yemen.
- The comprehensive quality standards against which civil pre-university education in Yemen can be evaluated.
- The reality of pre-university education in Yemen in the light of comprehensive quality standards.

The study concluded several results, the most important of which are:

Building a suggested visualization for the development of private pre-university education in the Republic of Yemen in the light of comprehensive quality standards. The areas of development included the following:

- The field of school administration.
- The field of the learner.
- The field of school curriculum.
- The field of the school building.

**9- Al-Shinawy and Eid (2010): Achieving Quality in Pre-University Education Institutions in Egypt:**

The study aimed to develop a suggested visualization to achieve quality in pre-university education institutions in Egypt, by identifying:

- The reality of applying quality in pre-university education institutions.
- Knowing the suitability of the Egyptian quality assurance standards to the conditions and capabilities of these institutions.
- Obstacles facing the process of applying quality in pre-university education institutions in Egypt.

The study concluded several results, the most important of which are:

- The presence of many weaknesses in the areas of institutional capacity and educational effectiveness in secondary education schools affected the quality level of outputs.
- The existence of many obstacles in the field of school administration, students, buildings and material equipment for the educational process, and strategies for applying quality, all of these obstacles contributed to the low level of quality of education for the outcomes of secondary education. In light of these results, the above-suggested visualization was developed.

**10- Study of Al-Madawi (2007): Requirements for the application of total quality in school administration at the general secondary education stage in the Kingdom of Saudi Arabia in the light of contemporary administrative thought.**

The study aimed to identify the requirements for the application of total quality in the secondary stage in the Kingdom of Saudi Arabia. The study concluded several results, the most important of which are:

- 1) Among the most important requirements of the total quality application process are the following:
  - Spreading the culture of total quality.
  - Monitoring the implementation of total quality.
  - Effective leadership.
  - Organizational Development.
  - Forming teams for continuous work and training.
  - Evaluating the performance of employees.
  - Effective Communication.
  - Planning for quality.
  
- 2) The process of applying total quality faces many obstacles, including:
  - Lack of clarity in the quality message of the senior leadership.
  - Lack of work teams seeking to achieve quality objectives.
  - Weak methods of evaluating the performance of employees, and the absence of planning

### **Commenting on previous studies:**

The current research differs from previous studies in terms of objective. It presents a suggested visualization to ensure quality and school accreditation for general education schools to be specific to Yemen, while most of the studies were about other countries, such as the study (Ashura, 2011) in the State of Egypt, and the study (Al-Shamiri, 2018) in Kuwait.

The current research on Yemeni studies is distinguished, where it focused on building the proposed vision to ensure the quality and accreditation of general education schools in Yemen, while the rest of the studies aimed at different matters;

- Al-Azzani study (2011) aimed at developing private pre-university education in the Republic of Yemen in the light of comprehensive quality standards, and thus focused on private education only.
- Al-Matari study (2018) focused on preparing general education schools in Yemen for school accreditation, and the study relied on the axes of preparing for school accreditation.
- Al-Sulaimani study (2014) aimed at identifying the requirements

for the application of total quality management in general education schools in the city of Dhamar.

The current research benefited from previous studies in the following:

- 1) Determining the role of school accreditation and quality assurance in improving the level of educational outcomes, and specifying the requirements for quality assurance and school accreditation in the following:
  - Providing legislative, administrative, financial, educational, human requirements...etc.
  - Providing standards commensurate with the educational environment of the country.
  - Carrying out self and external evaluation.
- 2) Determining the most important areas and standards for quality assurance and school accreditation with the help of models for quality assurance and school accreditation for many countries that have agreed that the areas of school accreditation in schools are: the curriculum, the professional development for teachers, the school building, the school administration, and students' field, as well as the field of community participation.
- 3) Previous studies limited the stages of quality assurance and school accreditation into two stages:
  - Self-assessment stage.
  - External evaluation stage (accreditation).

#### **The Fourth Axis: Countries' experiences in ensuring quality and school accreditation in schools.**

The interest in the system of accreditation and quality assurance has emerged since the twentieth century through some specialized bodies to ensure the quality of the elements of the educational process, therefore, many countries have sought to implement the system of accreditation and quality assurance for many of their educational institutions, and

many bodies have been established, some of which are international, and others local, within the borders of the state. The general image of these institutions and accreditation bodies was that it aims to ensure quality in educational institutions and is keen to achieve its objectives at a level that includes the availability of the minimum level of quality.

In addition to opening an avenue for community partnership through the development of new and various mechanisms to communicate with parents, students and the local community in order to achieve positive communication with them in decision-making and responsibility, and to employ their abilities and skills to improve the level of performance within educational institutions. Based on this, the current research presents many Arab and international experiences that represent bodies for granting school accreditation to schools, as follows:

#### **1- (ISO 9000) (ISO 9000) Model:**

ISO is a general term for a series of standards developed by the International Organization for Standardization (ISO), one of the global organizations that aims to develop global patterns and standards to determine the quality systems that must be applied. And (ISO) is a Greek word that means equal, similar or identical, a term that means that this product has been approved by the International Organization for Standardization.

The (ISO 9000) system has been developed to conform to the educational field in the version (ISO 9002), which includes 19 elements that represent an integrated set of requirements that must be met in the quality system applied in the educational institution in order to reach a high-quality educational service, as shown in the following table:

**Table 10: Educational Applications of ISO 9002 Components**

Key Elements of Quality Specifications	Educational Applications
Management responsibility scope	The readiness and commitment of the educational department to implement the quality system.
Review of contracts and conventions	Execution of contracts and agreements with the beneficiaries of service in or out of school.
Document and data control	Designing a system for the control of school documents.
Purchasing system	Determining the school's procurement requirements, data and contracts, and accurate evaluation of the suppliers of the educational process supplies.
Client control of resources	Verification of the quality of requirements supplied by learners or parents.
Product identification and follow-up	Determining the learner's level of achievement and following up on his/her improved performance.
Adjusting production processes	Continuous follow-up of the curriculum development and strategies for the teaching and learning processes.
Screening and inspection	Continuity of the inspection and testing process during the academic year and documentation of the results of this process.
Examination, inspection and measurement devices	Determining the tools used in the process of examination and inspection of the educational process elements.
Examination and inspection status	Determining the places of inspection and examination of the educational process elements.
Controlling the non-conforming products	Developing procedures and methods to diagnose and identify cases of success and failure in the outputs
Corrective actions	Correcting deficiencies or failures in the results of the educational process observed by the administration, parents or the society. Following up the learner's achievement to address their educational levels.
Storing, packaging and transporting	Determining the means and methods of document keeping and the requirements of the educational process. - Taking practical measures that facilitate the preparation of the needs of the educational process. Providing security and safety tools for students.
Qualification records	Quality record keeping and maintenance of educational process requirements.
Qualification internal review	Auditing and reviewing the quality system for all elements of the educational process.
Training	Determining and analyzing the training needs for educational, administrative and service functions.
Statistical methods	Means and methods for monitoring, reviewing and evaluating students' results.

*Al-Azzani, 2011: 54 55*



**The process of applying these procedures in the educational field is carried out through the following stages:**

- **Assessment stage:** At this stage, the general situation of the school is identified through the evaluation of all elements of the educational process in terms of material and human capabilities, the way the education system is applied, the results of student achievement, and the extent of the relationship between the school and the outside community.
- **The stage of development and quality documentation:** a quality manual is created, which includes procedures, work instructions and plans, in order to ensure obtaining the required quality system in cooperation with all school employees, and then approved by the higher management.
- **The stage of implementing the quality system:** at this stage, the quality system is applied to the school and its administrative and technical units. The qualified institution and the education department work team follow up and evaluate, and ensure that procedures and instructions of the quality system are executed and implemented.
- **The stage of preparing training programs:** Training programs are prepared for the various administrative levels of the school during the quality implementation period, with training materials distributed to all targeted employees for perusal.
- **The training phase:** the school staff are trained on the quality system (ISO 9002) and its applications so that the training which focuses on the best way to conduct the internal audit is implemented later for the rest.
- **The internal audit stage:** It is carried out by the work team in the school where the quality system is applied, and the aim of this process is to ensure that the school and staff implement the procedures and instructions, and to discover cases of defects that did not implement those procedures, followed by a review by the higher authority to verify the application procedures.
- **External review stage:** the certification body conducts an external audit to identify the quality system's fulfillment of the specified requirements and specifications, identify non-conforming cases, and take corrective and preventive measures to address them.

- **Licensing stage:** After external review by the certification body, and after ensuring compliance with the pre-determined procedures of the awarding body, the ISO certification is granted (Al-Shinawy and Eid, 2010: 246-247).

## 2- US Experience in School Accreditation:

The USA is the leader in the field of accreditation; starting over (100) years ago. The accreditation was established in order to satisfy the community and the outputs of educational institutions, and to emphasize a specific level of quality.

Accreditation is handled by private and non-profit organizations, the goal being accreditation and quality control. These institutions and bodies adopt many standards and requirements, and the process of accreditation in general education institutions in the United States of America is necessary and essential for all first and second stage schools, to help these schools improve, provide external controls, support and provide feedback, and help school systems for continuous improvement.

There are many accrediting bodies and institutions including: New England American association, International and Regional Committee on Accreditation, Northwest Association of Secondary and Higher Schools, Southern Association of Colleges and Schools, and the International and Regional Committee on Accreditation was chosen because it is one of the most reputable bodies in many countries of the world.



*American schools*

### **International and Regional Committee on Accreditation:**

It is an official and international accreditation body that specializes in evaluating schools, providing quality certification and accreditation for educational institutions. Since its establishment, it has accredited more than 32,000 schools in 100 countries around the world. It is distinguished by the fact that it encourages the school to raise the quality standards of education represented by this body, which are twelve standards as follows:

- Authority and administration: where the school is recognized and licensed.
- Vision, Mission, and Objectives: It requires the school to have its own vision, mission and objectives.
- Leadership and Organization: Provides effective leadership and organization that improve student achievement.
- Financial resources: The school should have financial resources to implement the educational opportunities specified in the school's mission and ideology.
- School facilities: the availability of functional capabilities and equipment that automatically support the school's mission and goals.
- Human Resources: Providing a highly qualified and trained team to support the students' learning process, and implement administrative work to achieve the school's mission.
- Curriculum: A quality school should deal with the curriculum and teaching methods that depend on research and stimulate the scientific abilities of students, so that the curriculum is clear and specific for cognitive goals, and that it encourages active interaction on a permanent basis to acquire basic information and skills in each field.
- Library, information and technology means: A high-quality school has a comprehensive and specific program for library and technology in a way that supports the school's mission.
- Assistance services and student activities: The school provides a network of services and activities that are concerned with the health, safety, development and education of students.
- General climate, citizenship, and behavior: The school provides an appropriate atmosphere for teaching, learning, and positive

relationships, and works to spread ethical and legal behavior among employees, and develop their decision-making abilities and responsible citizenship.

- Assessment, grades, and impactful results: A quality school achieves effective results in student learning, and its administration uses a system to assess and measure educational and practical performance.
- Continuous educational improvement: The school adopts a clear external approach to improving and developing the school (Abu Rahma, 2018: 68-69).

### **Accreditation Procedures in the United States:**

The accreditation process in the United States consists of the following steps:

- The institution submits to the accreditation institution an application for accreditation.
- The institution requesting accreditation is required to submit the required documents for accreditation within a specified period.
- The institution requesting accreditation is visited and officials, professors, students and some graduates are interviewed to verify the accuracy of the documents submitted.
- Consultants from the profession agency required to be accredited in the concerned state join the evaluation team.
- A report on the institution requesting accreditation is submitted to the responsible head and given an opportunity to respond to what was stated in the report.
- A decision shall be made by or without accreditation. If an accreditation decision is issued for a period of 5 years, the institution must prove during this period that it continues to apply standards and introduce development for the better (Al-Rubaie, 2008: 433).

### **3- Egypt's Experience in School Accreditation:**

Egypt's experience is one of the pioneering Arab experiences in the field of school accreditation and quality assurance. The beginnings were with the Egyptian Ministry of Education announcing a national slogan,

“Quality for All”; therefore, a team was formed to build standards for school accreditation in (2002 AD) (Ashura et al., 2011: 158). Efforts continued until the establishment of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) in 2006 AD, which was granted independence with its subordination to the Prime Minister, and the regulations and systems regulating work in the authority were developed and built, and since 2009 the implementation process of the accreditation document began in Egypt’s schools

(Rashwan, 2019: 475). The school accreditation document included many areas and standards, namely:

**A. Institutional capacity, which includes five sub-areas:**

1. The field of vision and mission of the institution, which includes:
  - Standard of vision.
  - Standard message.
2. The field of governance and leadership, which includes:
  - A criterion for the availability of a good governance system.
  - Standard of support for the learning community
3. The field of human and material resources, which includes:
  - Standard for human resource recruitment and development.
  - The standard for the availability of the school building that meets the educational requirements.
  - Standard for employing material and financial resources to support teaching and learning processes
4. The field of community participation, which includes:
  - A standard that provides an effective partnership among the institution, the family and the local community.
5. The field of quality assurance and accountability, which includes:
  - Standard internal system for quality assurance.
  - Standard of self-assessment and continuous improvement

**B. Educational effectiveness, which includes the following sub-fields:**

1. The field of the learner, which includes:
  - Standard of targeted learning outcomes.

- Standard of mastery of general skills.
  - Standard of gaining positive emotional aspects.
2. The field of the teacher, which includes:
- Standard planning for teaching and learning processes.
  - Standard for implementing teaching and learning currencies.
  - Standard of using effective assessment methods.
  - Standard for practicing effective professional activities.
3. The field of the curriculum, which includes:
- Standard for the availability of supportive practices for the curriculum.
  - Standard for the availability of supportive extracurricular educational activities.
4. The field of educational climate, which includes:
- A standard that provides a supportive environment for teaching and learning.
  - A standard that provides an influential environment in institutional relations and values (National Quality Assurance Authority, 2011: 18).



*Egyptian schools*

### **Stages of Accreditation in the Egyptian Experience:**

The stages of accreditation in the Egyptian experience include four stages:

- The stage of self-assessment.
- The external assessment stage.
- The decision-making stage.
- Follow-up and re-accreditation phase.

### **Accreditation Procedures in the Egyptian Experience:**

- The educational institution submits an application to the authority for accreditation, assuming that the institution meets the accreditation requirements.
- The Commission formally addresses the educational institution after ensuring that it fulfills the accreditation requirements, indicating that the application has been accepted within a period not exceeding 30 days.
- The educational institution pays the accreditation fees specified by the accreditation body.
- The authority provides the educational institution with models and forms for the accreditation process in order to start the assessment and accreditation process.
- The Authority shall explain to the educational institution the procedures that will be followed to carry out the assessment process.
- The Authority announces to the educational institution the results of the assessment within a period of time not exceeding 60 days, according to one of the two things:
  - The educational institution fulfills the accreditation criteria and thus is granted accreditation.
  - In the event that the educational institution does not meet some criteria, it is determined and clarified how the deficiencies will be addressed. The educational institution is given 15 days to respond to the commission, and also determines the period during which the deficiencies can be addressed, and it is assumed that it does not exceed 9 months, where the authority again re-assesses in order to grant the educational institution accreditation or not (Rashwan, 2013: 475).



#### 4- Japan's Experience in School Accreditation:

Japan is one of the countries that has created a leading position among various countries in various fields. In spite of going through difficult political conditions, it has taken care of the education process because it believes that it is the basis of development; that is why many quality scholars and pioneers have emerged, such as Edward Deming, Ishikawa, Joseph Juran, and others.



*Japanese schools*

The “Nisyo-Hyoka” accreditation system appeared in Japan in 2004 which is concerned with the evaluation of educational institutions individually according to the standards of the Japan National Quality Assurance Agency, which is an authorized body of the Ministry of Education, Culture, Sports, Science and Technology. Among the most important criteria of this body for carrying out the self-assessment process are the following:

- The institution's philosophy and objectives, the organizational entity, and its admission policies and systems.
  - Administrative procedures and systems, and the policy of institutional decision-making.
  - Developing institutional systems and organizing teaching and learning processes.
  - The quality of the administrative body in the educational institution.
  - The quality of students, life and school.
  - The educational process, curricula, and capabilities
- (Al-Shall, and Amara, 2008: 341).



**Accreditation Steps in Japan:**

- 1) The educational institution conducts a self-study to determine its status, and all the inputs that it can provide in the accreditation process.
  - 2) Balance between the requirements of the accreditation body and the reality of the educational institution through the report that will be submitted to the accreditation body.
  - 3) External evaluation without visiting the educational institution, as a specialized committee in various educational fields discusses the reports and determines the requirements that must be met by the educational institution in order to obtain accreditation.
  - 4) External evaluation with a visit by a team from the accreditation body to the educational institution in order to ensure that the requirements set by the accreditation committee are met
- (Al-Shall; Amara, 2008: 341).

**Table 11: Standards for School Accreditation and Quality Assurance for ISO, American, Japanese, Egyptian Models**

Field of Comparability	ISO	USA	Japan	Egypt
Body	Independent	Independent	Governmental	Governmental
Standards of school accreditation				
Enterprise philosophy and goals		The vision and mission	The vision, mission and goals	The vision, mission and goals
Institutional organization and management	<ul style="list-style-type: none"> <li>- Responsibility of the educational administration</li> <li>- Implementation of contracts and agreements with beneficiaries of the service within the school</li> <li>- Preserving and maintaining the quality records of educational requirements</li> </ul>	Leadership and organization	Organizational entity, procedures and administrative systems	Leadership
Teachers	Identifying and analyzing the education functions training needs	Human resources	Education and teaching processes	Teacher

Student services	<ul style="list-style-type: none"> <li>- Monitoring the students' educational process</li> <li>- Monitoring the achievement of learners to address their educational levels</li> <li>- Methods for monitoring, reviewing and evaluating the students' educational results</li> </ul>	Students' assistance services and activities	Acceptance policies	Learner
The curriculum	Follow-up the curriculum development and teaching and learning strategies	The curriculum	The curriculum	The curriculum
Funding sources		Financial resources		Financial resources
Library and information services	Purchasing system	Library and means of information and technology	Educational process	Financial resources
School capabilities	<ul style="list-style-type: none"> <li>- Identification of means and methods for the educational process</li> <li>- Taking practical measures to facilitate the processing of educational requirements</li> <li>- Identification of contract requirements and data for educational requirements</li> </ul>	School facilities	Capabilities	School building and financial capabilities
Assessment	<ul style="list-style-type: none"> <li>- Qualification internal review</li> <li>- Verification of the quality of requirements supplied by learners or parents.</li> <li>- Identifying the tools used in the assessment process</li> <li>- Continuity of the inspection and examination of the process elements</li> </ul>	Evaluation, scores and results		Quality assurance and accountability
Student life	Security and safety provision	General environment	Students quality and school life	Educational environment
		Continuous improvement, authority and management	Quality of the governing body	Community partnership

Prepared by the researcher with the help of: (الشناوي، 2020: 25)، (رشوان، 2013: 475)، (عودة، 2020: 25)، (الشناوي، 2020: 25)، (العزاني، 2011: 54-55)، (وعيد، 2010: 246)، (حسين، 2005: 218-222)، (العزاني، 2011: 54-55).

It is clear from the previous table that the four experiences have been based on similar criteria that do not differ much from the areas of school accreditation for any authority in any country, and if there is a difference, it is due to educational diversity or different cultural and educational orientations of those countries by virtue of the fact that they represent bodies for four continents: European (ISO) , Asian (Japan), African (Egypt), American (USA), so the most important criteria addressed by these models focused on management and leadership, students, curriculum, material and human capabilities, teacher and administrator development, learning resources, and student assessment, as well as the educational institution, financial resources, and community participation in the administrative process within those institutions.

### **Lessons learned from Previous Experiences:**

- School accreditation is carried out through associations, bodies, or governmental or independent organizations, and this is due to the administrative style in those countries. It's found that the American and ISO model is carried out by non-governmental bodies and organizations concerned with the school accreditation process, which is essential for all schools in the United States, while other countries, such as Egypt and Japan, are governmental authorities.
- School accreditation needs some kind of granting of powers and limiting the severe centralization and allowing a kind of freedom to issue decisions for the benefit of the educational process.
- School accreditation needs an official direction from the higher authorities to play its role in supporting the accreditation stages and working to provide its requirements.
- School accreditation is a coherent and participatory process among members of the school community and the local community and those interested in the educational process.
- School accreditation systems are similar in emphasizing the use of general standards that must be met by the educational institution wishing to obtain accreditation.
- Previous experiences showed that school accreditation procedures are very similar, starting with self-assessment and studying it, then visiting the external team and verifying the results of the self-assessment, then announcing the results of the visit whether the educational institution obtained accreditation or not.

## 2- Research Methodology and Results:

The current topic deals with the research method, and the results reached by the researcher, as follows:

### A. Research Methodology:

The current research relied on the descriptive survey method, describing the reality of general education in Yemeni schools, and then carrying out the process of analyzing the indicators to get to know the reality in depth. The current research relied on reports and indicators issued by the Supreme Council for Planning, studies related to quality assurance in general education, and the experiences of countries in ensuring the quality of general education in order to reach a proposed construction for the implementation of the quality assurance and school accreditation system for general education schools in the Republic of Yemen.

### B. Research results:

The research reached many important results, in which the disturbances and the crisis of the situation had a clear role, which are shown in the following:

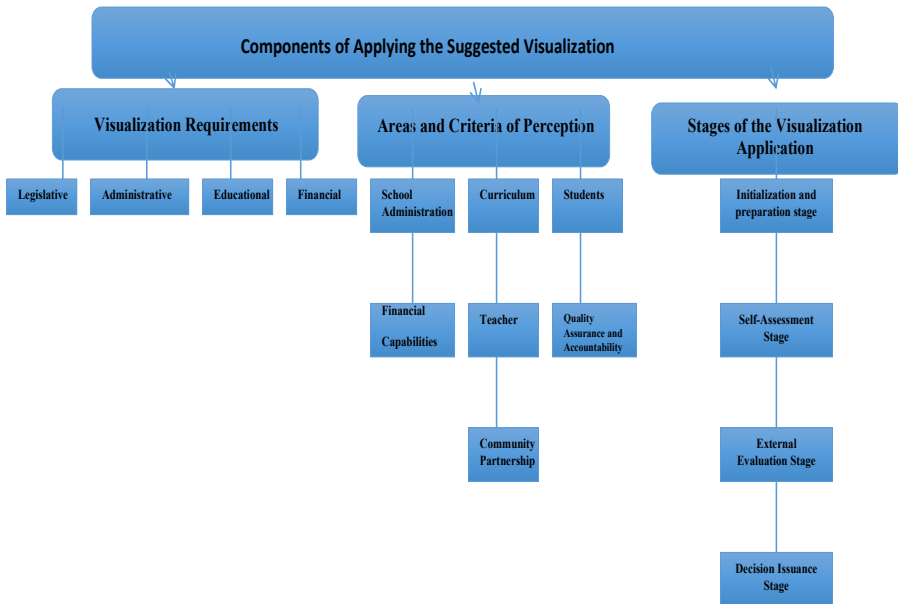
- 1) Most general education schools in Yemen suffer from a low level of quality.
- 2) The low level of practical achievement of students in most levels and stages of general education, where we find a clear weakness in the abilities of students to acquire the knowledge and skills required for the stage they are studying.
- 3) The educational process in general education schools in Yemen faces many difficulties that impede quality, as follows:
  - Difficulties related to the administrative aspect of the school.
  - Difficulties specific to the workers and the development of their capabilities.
  - Difficulties related to school buildings and laboratories.
  - Difficulties related to the curriculum.
  - Difficulties related to community partnership.
- 4) School accreditation ensures that the educational institution meets the minimum standards of quality, and grants it an academic status among other educational institutions.

- 5) The experiences of countries have shown that quality assurance and school accreditation are carried out according to the following:
  3. School accreditation is carried out through governmental or independent associations, agencies, or organizations.
  4. School accreditation systems are similar in emphasizing the use of general standards that must be met by the educational institution wishing to obtain school accreditation.
  5. School accreditation procedures are very similar; it begins with the self-assessment and its study, and then visit the external team and verify the results of the self-assessment, and then announce the results of the visit whether the educational institution has obtained accreditation or not.
- 6) The process of applying the quality assurance system and school accreditation requires:
  - Establishing a quality assurance and school accreditation body.
  - Setting appropriate regulations to ensure the application of the quality system and school accreditation.
  - Continuous planning for quality in schools.
  - Setting appropriate standards for school educational systems.
  - Spreading the culture of quality and accreditation among all employees of the educational institution.
  - Updating the curricula in a way that contributes to the development of students' knowledge, skills and abilities in a way that helps them face life outside the educational institution.
  - Training for employees within the educational institution, professional development for teachers with all the new strategies of active education and the use of modern technologies.
  - Community participation from those around the educational institution and those in charge of the educational process.
  - Providing a financial budget to carry out the evaluation process.

## Chapter Three

### The Suggested Visualization

By reviewing the theoretical framework, and getting acquainted with the experiences of countries in applying the quality assurance and school accreditation system, which showed that these countries are in the process of continuous development of educational institutions through the application of processes, stages, standards and indicators of quality assurance and school accreditation with the aim of continuous improvement of educational outcomes, and through the researcher studying of the reality of quality in general education institutions in Yemen, which turned out to be still in the first steps of implementing the quality system and an urgent need to join the administrative developments whose impact is reflected on the quality of the educational output, therefore, the researcher was directed to develop a proposed vision for the application of quality assurance and school accreditation in general education schools in light of the requirements reached by the current research, through the following:



**Figure 1: The Executive Components of Applying the Suggested Visualization**

Source: Prepared by the researcher using the theoretical framework and research results

**First: The Premises of the Suggested Visualization:**

The process of implementing the quality assurance and school accreditation system in general education schools in the Republic of Yemen has been based on global and local premises, which are:

**A. International Justifications:**

- School accreditation is a necessity imposed by the changes of the current era. The progress of countries has become linked to the quality of education and its outputs, and its ability to meet the needs of the labor market.
- Facing global changes in the economic field, which dictates the aspiration for a distinguished educational system because ed-

education is the true means of facing global changes in order to form a citizen with effective capabilities in facing the changes around him.

- Technological progress based on a very large scientific and knowledge flow represents a challenge to the human mind and retrieving information and knowledge and using it in a timely manner, which pushes the country to adopt a quality system.

**B. Local justifications:**

- The quantitative expansion of educational institutions in light of the sacrifice of quality in what is being offered contributed to poor educational outcomes, which was negatively reflected on students' graduation to the labor market or to enroll in universities.
- Increasing the number of people enrolled in general education in various schools, which requires quality in educational services.
- The weakness of the current curricula and its focus on knowledge and information that are concerned with memorization, thus neglecting the behavioral and skill aspects that will help students in their practical lives.
- The high cost of education, despite the fact that it is free, yet the process of spending on education urgently needs a successful and effective investment of the available resources

**Scored: Pillars of the suggested visualization success:**

- Supporting senior leaders and their commitment to implement the quality system and school accreditation in general education schools in Yemen.
- Activating the principle of accountability according to the law to prevent abuses that may hinder the process of applying the quality system and school accreditation in general education institutions.
- Granting some kind of powers to school administrations to carry out the process of developing administrative processes within the scope of quality assurance.



### **Third: Objectives of the Suggested Visualization:**

The general objective of the suggested visualization is to improve the quality of educational outcomes through the following operational objectives:

- A. Implementing the system of quality assurance and school accreditation in general education schools in Yemen so that it works on:
  - Raising the level of quality of education outputs.
  - Helping schools identify weaknesses and strengths in a realistic way and work to find appropriate solutions to develop them.
  - Raising the level of internal efficiency of schools.
  - Updating the current curricula so that students' abilities and skills are developed in a way that helps them practice some tasks outside the school environment.
  - Developing teachers' capabilities in a way that serves the educational process in a positive way.
- B. The Optimal Use of the Resources Available within the Schools.

### **Fourth: Requirements for Applying Quality Assurance and School Accreditation:**

- A. **Legislative Requirements:**
  - Establishing a system to ensure quality and school accreditation for general education institutions in Yemen.
  - Providing legislative laws that support the processes of implementing quality assurance and school accreditation.
  - Updating the current administrative and financial regulations and systems to give them flexibility during the implementation of the procedures for the school accreditation stages and the steps for their application.
- B. **Administrative Requirements:**
  - 1) Establishing an independent national authority for quality assurance and school accreditation that works on:
    - Establishing special committees for school accreditation to build complete standards and indicators for general education

institutions in Yemen by reviewing international, regional and Arab experiences.

- Establishing units to ensure quality and school accreditation in all education offices in the governorates and educational districts.
  - Adopting a mechanism to activate international relations and exchange Arab and international experiences in the field of quality assurance and school accreditation.
  - Building a guide for quality assurance and school accreditation that includes accreditation standards and indicators that are applied, along with operational strategies for the stages of obtaining school accreditation.
- 2) Developing a strategy for general education, from which the strategic plans for schools can emerge.
  - 3) Training the school community on strategic planning and preparing school plans in which the vision, mission and objectives of each school are clarified.
  - 4) Spreading the culture of quality and school accreditation among all school employees.
  - 5) Encouraging schools to carry out the evaluation process.
  - 6) Spreading the culture of teamwork.
  - 7) Encouraging the school community to be creative and innovative.

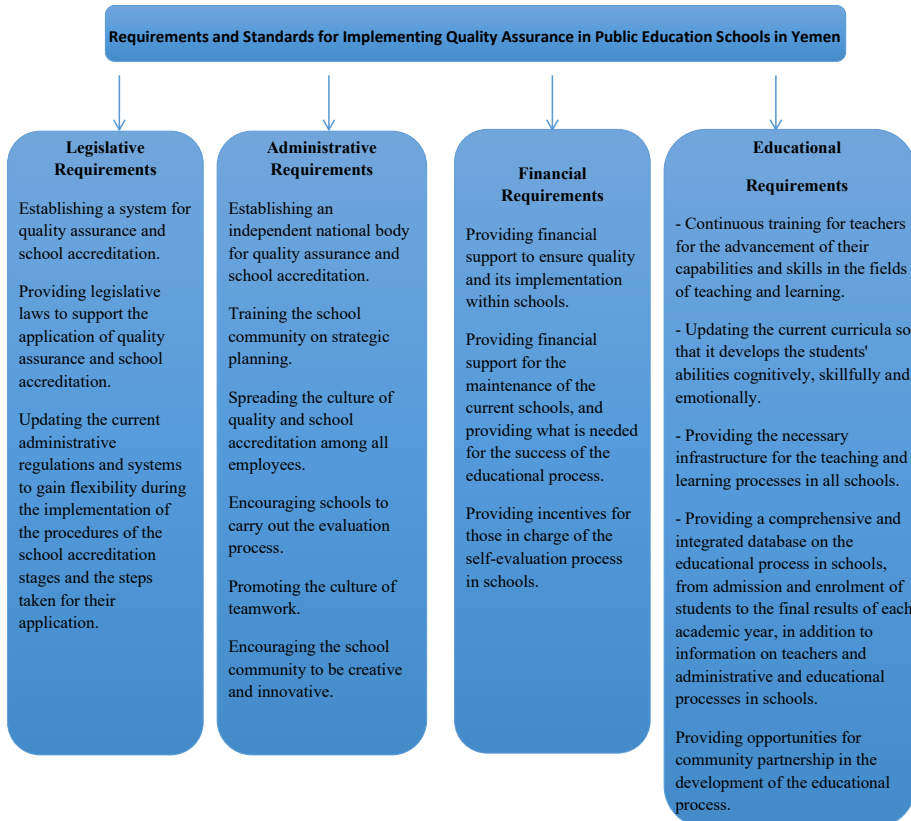
### **C. Educational requirements:**

- 1) Continuous training to develop teachers' capabilities and skills in the fields of teaching and learning.
- 2) Updating the current curricula so that it develops the students' abilities cognitively, skillfully and emotionally.
- 3) Providing the necessary infrastructure for the teaching and learning processes in all schools.
- 4) Providing a comprehensive and integrated database on the educational process in schools, starting with the admission and registration of students and ending with the final results for each academic year, in addition to information about teachers and the administrative and educational processes within schools.
- 5) Providing opportunities for community participation in the process

of developing the educational process and preparing plans for developing schools' performance in light of community participation.

**D. Financial Requirements:**

- 1) Providing financial support to ensure quality and its implementation within schools.
- 2) Providing financial support to work on maintaining the current schools, and providing what is needed for the success of the educational process.
- 3) Providing incentives for those in charge of the self-assessment process in schools.



**Figure 2: Quality Assurance Application Requirements**

*Source: The researcher based on the theoretical framework results.*

### **Fifth: Suggested Criteria for Applying Quality Assurance and School Accreditation:**

In light of the results of the survey of general education quality indicators in Yemen, it is clear that the educational reality suffers from many difficulties. Hence, proposed criteria were built based on the experiences that have been studied in the following areas:

#### **School administration - school building and financial capabilities - teachers - school curriculum - community participation – assessment**

- **The Field of School Administration:**
  - Standard vision, mission and goals.
  - Standard of democratic methods in the management of the educational institution.
  - An advanced administrative and financial system standard.
  - Institutional culture standard.
- **Teacher Field:**
  - Planning standard.
  - Standard teaching and learning strategies.
  - Practical subject area.
- **Curriculum Area:**
  - A criterion for providing supportive practices for the curriculum.
  - A standard for providing classroom and extracurricular activities.
- **Students Field:**
  - The standard of enabling the knowledge structure of the academic subjects.
  - Standard of mastery of basic skills.
  - Standard of enabling social skills.
  - The criterion of empowerment from the emotional aspects.
  - Mastery of general skills.
- **The Field of Material Possibilities:**
  - Appropriate school building standard.

- Standard supporting structure for the teaching and learning processes.
- Standard of employing financial and material resources to support the teaching and learning processes.
- Standard of educational resources for achieving learning outcomes.
- **The Field of Quality Assurance and Accountability:**
  - A standard for providing an internal quality assurance system.
  - Standard for self-evaluation and continuous improvement.
- **The field of community participation:**
  - Standard for providing an effective partnership between the family and the educational institution.
  - Standard of the institution's cooperation with the local community in activating the community partnership.

#### **Sixth: Stages of Applying the Suggested Visualization:**

The stages of applying the suggested model for applying quality assurance and school accreditation in educational institutions are as follows:

- **Preparation and Qualification Stage:**

At this stage, internal units to ensure quality and school accreditation must be established within schools under the leadership of the Educational District Unit affiliated to the Education Office of the governorate which is directly affiliated to the Quality Assurance and School Accreditation Authority. These units spread the culture of quality and school accreditation among all workers in the school community, in addition to training them to carry out self-assessment steps within the school.

- **Self-Assessment Stage:**

The school submits an application for school accreditation to the accreditation body, and then prepares a detailed self-study of the school accreditation standards and indicators by providing official documents that explain everything that supports self-study, and submits it to the competent committee of the accreditation body to form the foundation and basis for the external assessment process to be carried out by the accreditation body.

- **External Assessment Stage:**

The accreditation commission forms a committee of specialists to study the (self-study) documents submitted by the school wishing to obtain school accreditation, and this committee directly conducts a field visit to ensure the credibility of these documents to assess the school's performance level, in the light of which a report is prepared to be submitted to the accreditation commission.

- **Decision Stage:**

The accreditation body studies the report, self-study and external assessment, submitted by the school and the committee, and the process of publishing the decision is made public among all schools and the accreditation commission, as one of the following decisions is taken:

- Granting accreditation: This decision indicates that the school meets all accreditation criteria, and thus the accreditation certificate is granted.
- Granting accreditation with conditions: This decision indicates that the school is required to correct the errors in it in a way that supports it to obtain the accreditation certificate without conditions. The school shall be given an appropriate period of time to correct such errors.
- Refusal of accreditation: accreditation is not granted to the school for violating the standards, the laws and provisions of the commission.

- **Follow-up Stage (Post-Accreditation):**

This stage begins after the school has granted the accreditation certificate or granted conditional accreditation, as the accreditation commission conducts field visits during specific periods to ensure the school's commitment to accreditation standards and recommendations related to continuous improvement and development processes. If the school is not committed to the implementation of the accreditation criteria within the accreditation period, then accreditation is withdrawn.

**Seventh: Obstacles to the Suggested Visualization:**

- Weak support of senior leaders for the implementation of quality in general education institutions.
- Weak financial materials available for the application process of the quality assurance system and school accreditation.
- The resistance of the different administrative levels to change.
- Weakness in spreading the culture of school accreditation among members of the school community.
- Increasing the administrative burden in schools.

**4- Suggestions**

- Conducting a study on the obstacles to applying quality assurance and school accreditation in general education schools.
- Conducting a study on the professional accreditation standards for secondary school teachers.

**5- Recommendations**

- Working on the existence of permanent stability in the country in order to realize the role of education in development.
- Spreading the culture of quality at all administrative levels of the Ministry of Education.
- Paying attention to the development of administrative cadres for the success of their participation in the stages of school accreditation.

## 6- Conclusion

Primary education remains the starting point for Yemen's development and advancement due to its extensive role in building the capacities of generations in the basic skills of reading, writing and other life skills that remain with him throughout his life; therefore, most Yemeni families prefer that their children acquire basic skills in schools characterized by the quality of education, especially since the educational status is for schools that have educational cadres, and provide all the necessary laboratories and various educational means and provide opportunities for families to participate in addressing the difficulties facing their children, and it remains the basis that these families are looking for.

Since general education is the basis and most widespread in Yemen due to the population increase in the age group of 7-18 years, the process of improving it and providing educational services to its students is what we are trying to reach. Therefore, the application of the quality assurance system and school accreditation is the ideal solution available to everyone in order to reach the quality that we seek.



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