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«The crucial role of university accreditation in UAE's educational policy»

Abstract. *The article discusses the various types of quality assurance used in the United Arab Emirates (UAE) and focuses on the country's efforts to align its practices with international standards of excellence as part of higher education reform initiatives. This study's main research question is whether or not the national accreditation strategies in the UAE can be regarded as successful and effective. The authors used comparative analysis, a literature review, and document analysis in this study. Our findings show that, unlike many other countries, higher education institutions and programs in the UAE have used variety strategies to ensure and validate their high quality of educational services. The existence of regulatory bodies and their strict evaluation processes has helped to improve the standard of education, while the lack of centralization of power and educational autonomy has allowed for the creation of a special educational system.*

Keywords: *the UAE, higher education institutions, accreditation.*

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Introduction

The United Arab Emirates is a young country, which was founded in 1971. The country's economy is mainly driven by the oil sector, though banking and finance, light industry, and tourism have recently been added to diversify it [1]. With an average annual growth rate of 1.3% in the last four years, the UAE's economy is currently the second largest in the Arab world and third largest in the Middle East, according to World Bank data on national accounts [2].

Progress and development in the UAE has made fundamental changes in the education system. Over the past 50 years literacy rate rose from 10% in the 1960s to over 93% at present [3]. The higher education system has grown significantly in the UAE as a result of a substantial investment, and today offers a wide variety of programmes from numerous public and private universities. There are approximately 75 private higher education institutions in addition to the three public universities, 32 of which are international branch campuses in Dubai, Abu Dhabi, and Ras Al Khaimah [4].

Six years ago, the UAE's Ministry of Education presented its National Strategy for Higher Education 2030, with a strong emphasis on high-quality university education, especially in terms of research and the country's effort to become a knowledge-based economy [5]. The UAE has worked on competing worldwide as a knowledge-based society by expanding its higher education system globally since 1997 and attracting several prestigious foreign universities to its «free zones» [6]. Today, the UAE already has several world-class educational institutions, and the creation of more institutions of the same quality has been given priority by the Emirates Government, which formed authorities as regulating bodies to guarantee educational excellence [7].

Since its inception, the county authorities have been working to maintain the quality of its higher education in a globally recognised standard. The research of al-Dossari [8] claims that they started quality assurance back in 1980 when the UAE were involved in regional efforts to establish a regional accrediting organisation through the Arab Education Office of the Gulf Countries. The UAE seek quality accreditation for their universities from international professional institutions in the USA and the UK. There are more collaborative efforts in the UAE among quality assurance agencies and higher education institutions for quality assurance at the international and regional levels. It has also made significant efforts to establish and strengthen national quality assurance and accreditation capacities [9].

Similarly, another study [10] has noted that the UAE is making efforts to align its quality assurance system with global best practices. Both the federal government and each of the Emirates, which have established their own educational authorities and used free zones to increase their educational capacity, are working to meet their expectations for quality assurance. Notably, Dubai's free zones have created regulations that support for-profit higher education. Tax breaks and other incentives are part of these policies, which are designed to encourage foreign universities to establish campuses in Dubai. These regulations aim to promote the growth of the private higher education sector in Dubai. Conversely, Abu Dhabi takes a more focused approach to quality control. Universities must adhere to a number of rules set up by the Abu Dhabi government in order to operate there. These rules are intended to guarantee that the universities in Abu Dhabi maintain the highest standards of excellence.

The purpose of this study is to analyze the procedures for obtaining accreditation for higher education organizations in the UAE. The article discusses the different forms of accreditation and quality assurance applied in the UAE, emphasizing the county's efforts to align its procedures with international standards of excellence.

This study's main research question is: What factors influence the program and university accreditation process, and can the UAE's accreditation strategies be considered successful and effective?

Methodology

To address research questions, the authors studied and analyzed a number of sources, including articles, monographs, and reports, to obtain information on the accreditation procedures for universities and educational programs in the UAE. The documents of various agencies, including legislation, guidelines, standards, statistics, and websites of international organizations, were also examined. Since the UAE have several accreditation models, a comparative analysis of their standards and requirements has been carried out. Thus, the authors conducted this study using such methods as literature review, document analysis, and comparative analysis.

The UAE's Ministry of Higher Education and Scientific Research: Policies, Responsibilities, and Achievements (1992-2015)

The government of the UAE has placed significant emphasis on the development of the education system since its inception. It has allocated significant funds to meet the educational requirements of the nation, resulting in remarkable improvements. In 1992 the Ministry of Higher Education and Scientific Research (MOHESR) was established by Federal Law No. (4). It was set up to oversee the higher education sector and scientific research policies in addition to the Ministry of Education.

When the MOHESR was created, it was established on four policy decisions that would guide its efforts. These decisions included:

1. The UAE would build and operate their own universities;
2. Qualified faculty that meet international standards would be employed;
3. Instruction would be predominantly in English; and

4. Education was to be free for all qualified Emiratis and would include women [11].

The responsibilities of the MOHESR included:

- planning for higher education and scientific research in the UAE;
- licensing private institutions and accrediting their programs to maintain quality standards;
- accrediting foreign institutions and developing scientific research institutions;
- coordinating student admissions policies and draught laws for federal institutions;
- managing academic scholarships and any other responsibilities given to them by law.

In addition, the MOHESR has set three strategic goals for higher education over the next few years. These objectives are as follows: 1) ensuring quality education in K-12 for college preparation and in higher education institutions and programs through licensing and accreditation; 2) sustaining the UAE economy by preparing graduates for private employment and encouraging research relevant to UAE needs; and 3) enrolling all Emirati secondary school graduates in quality higher education programs [12].

The Ministry of Higher Education and Scientific Research has taken various steps to achieve its objectives. In 1996, it established the National Admissions and Placement Office to aid Emirati nationals in meeting the criteria and accessing higher education institutions. It founded a Commission for Academic Accreditation in 1999, which now has the authority to provide licenses to foreign universities and certify their programs. The Commission's aim is to make certain that private institutions offering higher education in academic and vocational fields are of the highest quality and have a solid reputation on a global scale [13]. In 2004, they established the Office of Higher Education Policy and Planning to manage the strategic planning and coordination of UAE higher education programs and institutions [12].

Ministry of Education (MOE) in the UAE

In 2015, there was a merger of the Ministries of «Education» and «Higher Education» into one ministry. The administration consisted of two ministers who were responsible for planning and managing education from childhood to higher education completion. The goal was to unify efforts and policies, optimize financial and human resources, and bridge the gap between society's higher education outcomes and the labor market's requirements [14].

Accordingly, the Ministry of Education in the UAE is currently responsible for the overall planning of higher education and scientific research. Its duties include drafting legislation for federal institutions of higher education and scientific research and regulating private institutes to ensure their accreditation and licensing [15].

The Commission for Academic Accreditation of the UAE (est. 1999)

The UAE has two levels of system governance due to its federal system. The Ministry of Education has overall authority over the system at the federal level. A body within the MOE known as the Commission for Academic Accreditation (CAA) is in charge of regulating the quality of higher education in government and private educational institutions to ensure compliance with international standards. The CAA is responsible for accrediting the universities and their degree programs to ensure their quality and standard. In addition to its duties related to licensure and accreditation, the CAA is also responsible for granting approval for significant changes to tertiary education institutions and their programs. It conducts academic audits of HEI activities and is now engaged in conducting risk assessments and addressing concerns about higher education provision. The CAA also provides guidance, support, and opportunities for development to HEIs in accordance with its Mission [16].

At the institutional level, higher education institutions are authorised and accredited through a two-stage process. The first stage involves the submission of an application, which is primarily procedural in nature and necessitates extensive documentation on governance, finances, facilities, rules and regulations, and other relevant factors. Following that, the CAA reviews the submitted information and evaluates the facilities to ensure compliance with the established standards. Following the successful completion of the institutional licensure process,

each academic program offered by the institution must go through a separate accreditation process. This process entails submitting a comprehensive program proposal that addresses 11 specific standards, namely Mission, Organisation, and Governance; (Internal) Quality Assurance; Educational Programs; Faculty and Professional Staff; Students; Learning Resources; Physical Resources; Fiscal Resources; Public Disclosure and Integrity; Research and Scholarly Activity; and Community Engagement [17].

The CAA has set certain requirements for programs to follow in their curriculum. These include being credit-accrediting, having particular general education requirements for undergraduate levels, and focusing on research for graduate levels. To maintain the CAA license, programs must renew it every five years, but those institutions that have demonstrated exceptional quality can receive a license for seven years.

This accreditation enables universities to promote their programs, admit students, and have their degrees acknowledged across the United Arab Emirates, thereby granting graduates the freedom to work in any part of the country and continue their education at the postgraduate level [18].

It should be noted that from the very beginning, the Ministry is focused on the licensing procedures of the university and its accreditation, realizing the importance of this strategy for the quality of education. Not always and not in all education systems these procedures go hand in hand. Higher education institutions and program accreditation raise the standard of academic instruction, ensuring that qualified workers can enter the workforce and that graduates are competitive. Through the accreditation of higher education institutions and the programs they offer, which produce qualified human resources and competitive graduates, the labor market benefits from the development and improvement of academic education. The CAA supports the goals of the Ministry of Education and its commitment to raising the standards of academic programs and higher education institutions in the United Arab Emirates. The CAA aims to accomplish this by developing a set of criteria that will be used to assess how well higher education institutions and their academic programs perform in accordance with generally accepted quality standards [19].

Programs that have not been accredited by the CAA are not appealing to UAE citizens as they are not acknowledged by government agencies. This is because such programs are not acknowledged by government departments, and therefore, UAE citizens with unaccredited degrees are unable to find jobs in the public sector. The majority of UAE citizens prefer to work in the public sector as it offers better salaries and working conditions compared to the private sector.

The CAA adopted a US model for its standards but adjusted them to suit the UAE context. These standards encompass all significant aspects of educational institutions. Nevertheless, some foreign educational organizations can avoid complying with the CAA's standards by establishing themselves within designated free zones throughout the UAE. Despite this, they would still need to meet the specific licensing requirements of each emirate they operate in. For instance, within Dubai, institutions must adhere to the licensing criteria set by the Knowledge and Human Development Authority [20].

Free zones were first created in 1984 to allow foreign companies to operate in the UAE without needing to abide by federal rules and were intended to increase foreign direct investment in the country. However, this caused a lack of coordination between the authorities governing the free zones and the various requirements and regulations, so the government decided to establish local regulatory structures responsible for each free zone. These structures have set unique requirements for foreign universities offering academic programs of comparable quality to their main campuses [17].

Around 2000, Dubai began creating free zones designed to attract international branch campuses. At first, these institutions were exempted from almost all forms of quality assurance.

The Knowledge and Human Development Authority (est. 2007)

The Knowledge and Human Development Authority (KHDA) is a Dubai government body created in 2007 to supervise the high-quality of private education and support the growth, innovation, and diversified economy of the emirate. It oversees the regulation and quality assurance of all higher education institutions situated in Dubai's free zones. To operate in the free zones, all higher education providers must receive academic authorization and register their educational programs with the KHDA [21].

The third article of Executive Council Resolution No. (21) of 2011 regarding higher education institutions located in the free zones of Dubai states that the KHDA is responsible for supervising academic institutions within these zones. In order to fulfill this duty, the KHDA has been granted the authority to give initial approval and academic authorization to entities that wish to offer higher education programs in the free zones. This means that the KHDA is responsible for establishing the necessary standards and regulations required for granting academic authorization, as well as determining the procedures and requirements that entities must follow in order to obtain academic authorization. Additionally, the KHDA's responsibility is monitoring the compliance of academic institutions with these standards and requirements, as well as ensuring the quality of higher education programs and certifying academic qualifications granted by academic institutions. Finally, the KHDA is in charge of creating a comprehensive database that includes information about academic institutions, their offered programs, academic levels, and any activities they conduct [22].

The KHDA overseas universities are designated as free-zone universities, which are essentially satellite campuses of international universities. These free-zone universities operate under the same academic systems as their main campuses located in their respective countries. The KHDA plays a crucial role in providing academic authorization and ensuring quality assurance for all these free-zone universities. As part of this effort, the KHDA has established the University Quality Assurance International Board (UQAIB), which is a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The UQAIB is responsible for ensuring the quality of these satellite campuses and maintaining standards that are comparable to those of their respective universities [23].

The UQAIB is an independent committee consisting of international specialists in the field. Its purpose is to support the KHDA in maintaining the quality of higher education provided by foreign entities in Dubai's free zones, in accordance with both international and local standards. The UQAIB advises on the approval of new institutions and programs, as well as the renewal of existing ones. Additionally, it is responsible for giving its approval to all new programs offered by higher education providers [21].

The KHDA was the first in the world to implement this model for economic free trade zones universities. Quality valuation is based on four main principles. First, the home higher education provider must be approved by the official system of the home country; second, the standards used at the home campus for quality assurance must be acceptable to UQAIB and the international standards community; third, evidence must exist to demonstrate the branch programs are equivalent with the home campus; and fourth, UQAIB-approved programs are entered into a KHDA registry. The Equivalency Model is a progressive new process for ensuring quality in cross-border higher education [24].

In order to ensure that academic programs offered by higher education providers in free zones meet quality standards, they must undergo an annual registration process with the KHDA. KHDA maintains a list of authorized universities on its website and mobile app, providing transparency and assurance to the public that the programs have been independently reviewed and comply with the quality assurance requirements set by the UAE Quality Assurance and Qualifications Authority. Each academic program must be registered separately through its own application [25]. This model looks more complex and multi-layered, but, obviously, based on the international level of the university, it is even more prestigious for the local student community.

Abu Dhabi Education and Knowledge (est. 2007)

In Abu Dhabi, the Abu Dhabi Education and Knowledge (ADEK), which was earlier known as Abu Dhabi Education Council, is in charge of regulating the higher education sector. Established in 2005, the ADEK works in coordination with the Ministry of Education and has the power to create academic institutions and educational bodies in Abu Dhabi. The ADEK's primary focus is on improving the quality of higher education by establishing high licensing standards and encouraging continuous improvement. Additionally, the ADEK works to promote and incentivize research, innovation, scholarship, and discovery as drivers for developing a highly-skilled, productive, and competitive national workforce. The ADEK also aligns higher education with the labor market and socio-economic needs, guided by the Abu Dhabi Economic Vision 2030 and policy agenda.

The Abu Dhabi Economic Vision 2030 is a detailed strategy established by the Abu Dhabi government to transform and diversify the emirate's economy in the long term. Its goal is to decrease the emirate's dependence on the oil industry and instead prioritize industries that rely on knowledge and innovation by 2030. One of its foremost objectives is to cultivate a workforce that is both skilled and efficient in order to generate opportunities for the local and international private sector in Abu Dhabi. This will also create more job opportunities for UAE citizens in the future, especially in sectors that require advanced knowledge and skills, as well as those that are export-driven.

The ADEK and MOHESR had an agreement that requires all institutions seeking licensure or accreditation to first obtain authorization from the ADEK's Quality Improvement Division. Once authorized, institutions can apply for licensure or accreditation from the CAA. The ADEK oversees all higher education providers in Abu Dhabi, unlike the KHDA which only regulates free zones. The ADEK's processes and standards are more closely aligned with the CAA. This differs from Dubai's model where the KHDA regulates free zones and the CAA has limited interaction with institutions in those zones [22].

Table 1 - Comparison of accreditation processes of CAA, ADEK, and KHDA

Standard	CAA	ADEK	KHDA
1. Governance and Management	+	+	+
2. Quality Assurance	+	+	+
3. Educational Programs	+	+	-
4. Research	+	+	-
5. Faculty and Professional Staff	+	+	+
6. Students	+	+	+
7. Financial Management and Budgeting	+	+	+
8. Community Engagement	+	-	+

The table above provides an overview of the accreditation processes at three different organizations assessing eight standards: governance and management, quality assurance, educational programs, research, faculty and professional staff, students, financial management and budgeting, and community engagement. According to the table, all three organizations take a broad approach to accreditation, yet each of them has its own distinct focus. This may become convenient for institutions because it allows them to select the standard that best meets their requirements. Here is a more detailed description of the table:

Standard 1 - Governance and Management (Mission, vision, values, and strategy, policies, and procedures). All three organizations require a transparent system of governance and suitable management for initial accreditation. This includes strategic planning, mission, and vision. The clarity in goal and vision, the creation of policies, and strategic planning are the three standards' shared characteristics. They also emphasize the significance of collaborations, open decision-

making, and monitoring to ensure quality. These elements allow to ensure that higher education institutions are run effectively.

Standard 2 - Quality assurance system. It is also an important aspect on which all three regulatory bodies focus. The CAA standard emphasizes the importance of commitment for institutions to maintain academic standards and quality assurance through systematic monitoring, evaluation, and improvement. It also highlights the evaluation of their performance against the top equivalent standards followed by regional and global institutions. The KHDA standard also places a high priority on program quality and the requirement for clear rules and regulations to guarantee that course administration, instruction, and assessment practices at the branch university are consistent with those at the home university. It put a strong emphasis on the value of immediate feedback for students as well as the evaluation of student work by qualified and experienced faculty. It also discusses plagiarism prevention and the safety of academic activities. The ADEK body, on the other hand, places a particular focus on the necessity of the higher education institution's internal quality assurance system (IQAS), which enables making decisions based on continuously updated data. With the approval of a Quality Enhancement Plan, the higher education institution ensures the ongoing revision of the IQAS for reliability and relevance.

Standard 3 - Educational programs. Regarding educational program requirements, both CAA and ADEK urge universities to provide clear and relevant learning outcomes, deliver rigorous instruction, and effectively assess student learning. The CAA emphasizes employer involvement in curriculum creation and the availability of chances for students to get workplace experience. The ADEK standards, on the other hand, focus more on the acknowledgment of awarded qualifications and past learning. The KHDA standard does not affect educational programs borrowed and accredited by licensed foreign universities.

Standard 4 - Research and scholarly activities. The importance of research activity in higher education is also emphasized by both the CAA and ADEK standards. The CAA standards demand to have a plan for research and/or scholarship and provide funds for those activities. The ADEK standards ask that institutions implement systems and procedures that support research, improve the quality of that research, and increase innovation and development. Both organizations demand that institutions guarantee the research's effects are felt at the local, national, and international levels.

Standard 5 - Faculty and professional staff. According to these standards, educational institutions must have policies and procedures developed for selecting, training, assessing, promoting, and keeping professional faculty and staff. These requirements also suggest that universities offer professional development opportunities to educators and other staff members. While the KHDA standards place more emphasis on faculty and professional staff qualifications, the CAA standards concentrate more on the diversity of faculty and professional staff. The ADEK standards additionally prioritize the professional staff's and faculty's research abilities.

Standard 6 - Students (admission, student support services, student behavior, academic integrity, alumni). The duties of institutions for their students are also included as institutions' responsibility in the CAA, ADEK, and KHDA standards. Institutions must define the characteristics of the students they seek to serve, offer an environment that supports their education, have open and trustworthy recruitment, selection, and admissions policies and procedures, develop and maintain to clear transfer student admission policies, provide efficient and available support services, social and recreational activities, student associations, and clubs, and have fair admissions policies.

Standard 7 - Financial Management and Budgeting. The most thorough standard is the CAA, which covers a wide range of topics like financial management, budgeting, and financial resources. The ADEK Standard gives the financial capacity of institutions a higher priority and requires them to provide credible proof of their ability to fulfil their commitments to program delivery over the long term. The KHDA Standard is more detailed and focuses on the financial support of higher education institutions with branches in the United Arab Emirates.

Standard 8 - Community Engagement. The CAA and KHDA standards place a strong emphasis on the value of community engagement for institutions of higher learning. The two criteria call for institutions to create strategic plans for community engagement, establish rules and guidelines for dealing with outside parties, and assess the success of their community engagement initiatives. Compared to the KHDA standard, the CAA standard is more thorough and covers a wider range of topics, such as interactions with alumni, employers, and other educational institutions. The KHDA standard is more relevant to the UAE context and requires institutions to pursue appropriate connections with regional businesses and professional associations. Both standards place an intense focus on the value of community engagement for higher education institutions because it can enhance the lives of students, graduates, and the community overall. ADEK, which draws heavily on the Abu Dhabi Economic Vision 2030, leaves community engagement to the Ministry's strategic plans.

The UAE's achievements

According to the QS World University Rankings 2023, there are several universities in the UAE that have been ranked among the top universities in the world. The highest-ranked university in the UAE and one of the top 200 universities in the world is Khalifa University, which is ranked 181st in the world. Other top-ranked universities in the UAE include United Arab Emirates University (296), American University of Sharjah (362), and Canadian University Dubai (541-550) [26].

As stated by the Times Higher Education World University Rankings 2023, the UAE has two of the top-ranked universities. The University of Sharjah and the United Arab Emirates University come in at 251st in the world. Abu Dhabi and Khalifa University follow closely behind, ranking at 301st and 351st, respectively [27].

In the previous 20 years, there has been a striking increase in the number of licensed educational institutions in the UAE's tertiary education sector. The number of accredited higher education institutions has increased from five before the year 2000 to 67 by 2022. These colleges and universities are classified according to their status: 42% belong to private entities, 8% are international branch campuses, and the rest of the 50% are government or semi-government higher educational institutions. Licensed universities currently offer 1175 active programs to meet the various students' educational requirements. The UAE has 133,841 students enrolled in its higher education institutions, according to data on enrollment. These students represent the diversity of academic objectives in the entire country, with 86% doing bachelor's degrees, 9% enrolled in master's programs, and 2% pursuing doctorate degrees [28].

Foreign students make up more than 36% of all students in the UAE. The UAE government has taken effective steps to make it a popular location for students from other countries. It attracts students from all over the world due to its student-friendly visa policies, working part-time opportunities, campuses of international universities, and career prospects.

Discussion and conclusion

Based on the above results, we can draw a few conclusions according to the empirical research's findings. Firstly, the accreditation process is critical for ensuring and maintaining the quality of higher education institutions and programs which is well understood by the relevant ministries and departments. That is why the process of licensing a university today almost immediately entails the process of accreditation. Advanced education and its compliance with international standards are maintained with the help of solid rules and regulations. That is why the participation of regulatory bodies in rigorous evaluation procedures has resulted in an improvement in the quality of education in the UAE.

Furthermore, the previously existing vacuum in higher education allowed relatively easily and quickly, without much internal resistance, to create of new and immediately modern systems ranging from federal to emirates and private, including Western branches. This is in sharp contrast to what we find in post-Soviet countries, where it was necessary to restructure large,

immobile structures within a specific framework, which did not always lead to success due to their fundamentalism, rigidity, and lack of awareness by actors of the drawbacks of old systems and benefits of new ones. Positive factors included the absence of a rigid centralization of power in the UAE. There is a certain level of educational autonomy within each emirate, and the free zones have even more freedom from the Federal Ministry's and its departments' decisions.

The use of various accreditation models, the presence of numerous foreign teachers and experts familiar with accreditation standards, the openness of the Emirates to the influence of Western education, and some spirit of natural rivalry between Emirati universities were important factors that significantly contributed to the development of the unique design of the educational system as a whole. Given the high reputation of UAE universities, proven by positions in world rankings, the willingness of Western universities to open their branches, and attractiveness to foreign students, we can talk about the high quality and effectiveness of higher education and the accreditation system of universities in this country.

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БАӘ білім беру саясатындағы университет аккредитациясының шешуші рөлі»

Аңдатпа. Мақалада елдің өз тәжірибесін халықаралық стандарттарына сәйкестендіруге бағытталған күш-жігеріне назар аударылады және БАӘ-де қолданылатын аккредитациялау мен сапаны қамтамасыз етудің әртүрлі түрлері талқыланады. Бұл зерттеудің негізгі зерттеу сұрағы: БАӘ-нің ұлттық аккредитациялау стратегияларын табысты және тиімді деп санауға бола ма? Зерттеуде авторлар салыстырмалы талдауды, әдебиеттерге шолуды және құжаттарды талдауды пайдаланды. Біздің қорытындыларымыз бойынша БАӘ-нің басқа елдерден айырмашылығы жоғары оқу орындары мен бағдарламалары білім беру қызметтерінің жоғары сапасын қамтамасыз ету және растау үшін әртүрлі аккредитациялау стратегияларын қолданғанын көрсетеді. Реттеуші органдардың болуы және олардың қатаң бағалау процестері білім беру стандартын жақсартуға көмектесті, ал білім беру процессінің автономиясы және басқару жүйесінің орталықтанбауы БАӘ-де арнайы білім беру жүйесін құруға мүмкіндік берді.

Түйін сөздер: БАӘ, жоғары оқу орындары, аккредитациялау.

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«Ключевая роль аккредитации университетов в образовательной политике ОАЭ»

Аннотация. В статье обсуждаются виды обеспечения качества образования, используемые в ОАЭ, и усилия страны по приведению своей практики в соответствие с международными стандартами качества в рамках инициатив по реформе высшего образования. Главный вопрос этого исследования заключается в том, являются ли национальные стратегии аккредитации ОАЭ эффективными и успешными. В данном исследовании авторы использовали сравнительный анализ, обзор литературы и анализ документов. Наши результаты показывают, что, в отличие от многих других стран, высшие учебные заведения и программы в ОАЭ использовали различные стратегии для обеспечения и подтверждения высокого качества своих образовательных услуг. Наличие регулирующих органов и их строгие процессы оценки помогли повысить уровень образования, а автономия в образовательном процессе и отсутствие централизации власти позволило ОАЭ создать уникальную образовательную систему.

Ключевые слова: ОАЭ, высшие учебные заведения, аккредитация.

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