Magna Charta Observatory

Living Values Project

Arab Academy for Science, Technology and Maritime Transport

Prepared by: Prof. Dr. Amr Maged Elhelw

Director of Agreement & International Relations Center

Arab Academy for Science, Technology & Maritime Transport

1. **The AASTMT and its mission; a brief description.**

The Arab Academy for Science, Technology & Maritime Transport was founded upon the agreement between the United Nation and the League of Arab States in 1972.

It is an independent entity of the League of Arab States, it is headquartered in the Arab Republic of Egypt, and since it is located in Egypt, it is subject to the instructions of the Ministry of Higher Education in accordance with the Egyptian law.

<u>AASTMT Vision</u>

"To be a world class university in Maritime Transport and Higher Education in compliance with the international standards of Education, Scientific Research, Innovation and Training while fulfilling its Social Responsibilities in order to maintain its position as the distinguished Arab Expertise House and to be the first choice of the students in the region".

<u>AASTMT Mission</u>

Contribute to social and economic development of the Arab region by offering distinguished change agents who have been qualified through comprehensive educational programs, high caliber faculty, and centers of excellence in research, training and consultancies while strictly committed to the highest levels of Quality.

2. **What were/are your institutional values? Please provide a copy of your values statement to date, together with the operational sub elements for each.**

The main values of the AASTMT are as follow:

- **Institutional Autonomy**

The Arab Academy for Science Technology & Maritime Transport applies the institutional Autonomy in the academic, institutional, financial, physical assets and in human resources domains as follows:

- For the Academic domain, the AASTMT has its own admission criteria in terms of number of students, language of instruction, curriculum, quality assurance and to determine its partners whether local or international partners. It has very specific standards for teaching and evaluation of its colleges.
- For the organizational domain, the AASTMT is a non-profit organization, as for the rector appointment, it is subject to the convening of the Arab Transport Ministers of 12 Arab countries through nomination and election. As for the vice presidents and the other leading positions, academic committee, and the administrative structure, at the AASTMT, it is an internal decision.

- For the financial domain, the AASTMT is a self-financing organization; it has the ability to decide freely on its internal affairs.
- For the physical assets, the AASTMT has 14 campuses in 4 countries (Egypt, Syria, Saudi Arabia, and Sudan).
- For the human resources domain, the AASTMT has its own recruitment system, employment procedures, and specific criteria for selecting its employee.

All of AASTMT's colleges/schools/departments/divisions are governed by their own statutes and regulations, but are integral to the make-up of the AASTMT.

- **Academic Freedom:**

The AASTMT greatly supports academic freedom for its staff and students. It does not limit academic freedom in anyway, but when it comes to the security of the host country, the applicable regulations must be applied.

- **Staff engagement and student engagement**

Valuing and supporting staff and students to give of their best is the key to AASTMT's success over the next decade.

- **Equality**

AASTMT offers the same education to all students. All students should have the resources necessary for a high-quality education.

AASTMT has developed an Equality Strategic Plan that focuses on supporting staff and students to succeed in their work and studies, disability, ethnicity, and faith.

- **Equity**

AASTMT assures that all employee and students will have an equal chance. For instance, the AASTMT helps students who come from less to get more in order to catch up with others. For instance the office hours for students with questions they may have regarding course materials, and for getting better acquaint between lecturer and students. Another example is the tuition fees in Aswan are almost half the tuition fees in the other campuses. To sum things up we try to close the achievement gap between AASTMT students.

To sum things up we try to close the achievement gap between AASTMT students.

- **Academic Honesty and Integrity**

AASTMT's responsibility is to provide an educational process that informs both staff and students of their rights and responsibilities regarding such important matters as cheating, plagiarism, and professional ethics.

- **Accountability**

Legality, Efficiency, Quality Assurance, and Effectiveness.

The openness and transparency are the normal operating procedure for the AASTMT; it applies the principle of openness and transparency to all contractual and business relationships that are entered by the AASTMT or any of its colleges, departments or centers.

- **Social Responsibility**

The AASTMT has always been keen on playing a vital role in the area of Social Responsibility through a variety of academic and non-academic activities with the aim of affecting positive development in the social, economic and environmental areas not only in the region and the Arab World but that also bears fruit on the whole world.

The AASTMT has developed the Community Service and Continuing Education; it is an integral part of the AASTMT.

The AASTMT is keen to provide the necessary assistance to students with special needs and disability, especially students with vision impairment; therefore the Academy has been part of two projects SWING (Ended), and PACES.

SWING stands for Sustainable ways to increase higher education students' equal access to learning environments. The main aim of SWING project was to offer disabled students equal access to university education and future career opportunities by using accessible, assistive technology.

PACES stands for Progression of Accessibility Centers in higher Education for Students with disabilities in North Africa. The overall aim of the PACES project is to progress and set up a program of initiatives in universities in Egypt and Morocco to support the modernization of higher education by developing Accessibility Centers (static, mobile and virtual) that will enable students with disabilities (SwD) to access assistive technology and support services. Through these centers SwD and the Employer/HEI network SwD will be able to gain employability and transition skills in order to move forward into employment.

3. **Why did your university decide to engage in the pilot process? What were the relevant internal or external circumstances? What benefits did you expect to gain? What difficulties did you anticipate? What reservations were expressed about engaging in the project)?**
   - The AASTMT decided to engage in the pilot process to be able to monitor its own values and its related practices, and to distinguish and enhance its effectiveness and other internal processes.
   - The internal circumstance is to make sure that all core values are relevant and exists.
   - The external circumstances are to increase the AASTMT's world ranking and to improve its reputation.
   - There were no reservations about AASTMT engagement in the project.

4. **To what extent and in what ways was your university's involvement in the project linked to the development or implementation of its strategic plan? Please comment on any issues.**
- The AASTMT develops its strategic-plan every five years; it encourages all employees to participate in all its activities, especially in developing its own strategic-plan.

5. **How did you go about the project? (How was the project managed/steered and by which office holders? What was the role of the rector/president in the whole process? What stages did it have? Which stakeholders were involved? How effective was their involvement? What gaps did you identify in those stages? What were the sources and nature of resistance you encountered, if any, and how were these dealt with? Generally, what worked? What didn't?**
- The project is managed by Professor Amr Elhelw by the Agreements and International Relations Center.
- The President of the AASTMT granted all the required authority to facilitate all possible obstacles that could be encountered.
- All of AASTMT colleges, schools, departments and divisions were involved in the processes.
- All the AASTMT colleges, schools, departments, and divisions were helpful and cooperative.

6. **What has changed in your university as a consequence of the project or (depending on how far you have been able to progress) what do you anticipate will change when the pilot project is competed? Have your values changed? If so, what are the new values? Have the ways in which you live (or intend to live) your values changed? (Processes, communications etc?)**
- The project helped us to measure the living values in various discipline in the AASTMT specially the places where values were not applied.

7. **How, or in what ways has your university benefited (or do you expect your university to benefit) from its involvement in the project? Did the difficulties materialise? If so what action was taken?**
- The AASTMT has benefited from the project by ensuring that AASTMT applies the objectives of the core values project's instruments.

8. **What are you plans for continuing with the project? What are the next steps or next developments to derive further value from it?**

- We want to know the experience of other universities and benefit from their experience, and to know the problems and obstacles they faced and how they deal with them, and to attend the final event and learn from other universities feedback and the recommendations to be carried forward to the next event and future events.