بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

IN THE NAME OF ALLAH, THE MOST
BENEFICENT, THE MOST MERCIFUL.

The Arab AASTMT for Science, Technology, and Maritime Transport

Strategic Plan

2021 – 2026

The Arab AASTMT for Science,

Technology, and Maritime Transport

The AASTMT's success partners from all sectors in the Arab world and around the globe, my dear colleagues, the family of the Arab AASTMT for Science, Technology and Maritime Transport and my dear children, graduates and students of the Arab AASTMT for Science, Technology and Maritime Transport

I am honored and pleased that the launch of the strategic plan of the Arab AASTMT for Science, Technology and Maritime Transport (2026-2021) coincides with our celebration of the 50th anniversary of the establishment of this great long-standing educational institution, which represents a successful model for an Arab joint venture and is one of the largest organizations of the League of Arab States specialized in the field of education, training, scientific research and consultaning.

Along with the celebration of the AASTMT's Golden Jubilee, we are sending today a message of hope that represents a strong new starting point for our long-standing and contemporary institution. We are starting together another ambitious strategic plan that includes many creative initiatives with which we complement the success of the previous strategic plan (2016-2021), which was the first strategic plan to be developed for the AASTMT throughout its long history. I would like to express my sincere gratitude to my colleagues, the Arab AASTMT's team, who implemented the previous plan with persistence and sincerity. Although this was a newly introduced concept in the Arab AASTMT, everyone had the will to excel, especially since all human and material resources have been provided for its success.

This ambitious plan is considered as a compass that will help us to have a clear vision during the next five years. It also represents the result of a thorough study conducted by specialized experts. In its implementation, the Arab AASTMT relies to a large extent on its intellectual capital, remarkable experience, and institutional capacity that it has acquired over many years. The strategy has been developed to keep pace with this crucial stage in the history of the modern world, where important concepts in education, technology, economy and all different areas of life have suddenly changed as a result of the Corona pandemic that has changed the world.

It was essential for our efforts to reflect a deep understanding of all the exceptional opportunities and great challenges that this phase poses. From this standpoint, we find that this plan reflects a clear and measurable vision in the fields of teaching and learning and strengthens the international position of the Arab AASTMT, while preserving its regional leadership in the field of maritime transport and developing its social responsibility efforts. At this stage, the institution is moving towards the comprehensive concept of learning that develops the human ability to understand, analyze and innovate as an alternative to the traditional concept of education, since it is more suitable for the successive global dynamic changes that will dominate the economic, social and technological fields in the upcoming years.

The implementation of this plan in the different departments of the AASTMT is supervised by a team whose primary role is to motivate all colleagues to actively participate and provide them with technical support and advice. One of the most important elements of the success of this plan is that clear tools have been set to measure the success of all its components according to documented scientific bases.

As I believe that this is a comprehensive and ambitious vision that everyone must agree to implement with conviction, will and sincerity, I made sure that the committee that is working on the plan would listen to all the proposals of the concerned parties inside and outside the AASTMT in order for everyone to be effective contributors in it. I promise you that I will put all the necessary guarantees and work with sincerity and dedication to provide the human and material resources needed to support the implementation of this ambitious plan.

At the beginning of this new stage, I pray to always be up to the aspirations and expectations of my colleagues working at the AASTMT and my sons and daughters, students and graduates.

We pray to Almighty God to reward our efforts with success in implementing the new strategic plan.

May God grant us success.

Prof. Ismail Abdel Ghafar Ismail Farag

President of the Arab AASTMT

February 2021

The Speech of the College's Dean

At the start of the implementation of the plan of the College of Maritime Transport and Technology within the framework of the second strategic plan of the Arab AASTMT for Science, Technology and Maritime Transport (2021-2026), which coincides with the AASTMT's celebration of the Golden Jubilee of its establishment, I am pleased and honored to address this speech to the Arab and African-Asian youth of the college students at the headquarters, as well as in the Sharjah branch in the United Arab Emirates, which was opened in September 2019 and in the Lattakia branch in Syria. The college prepares these students to take the responsibility of one of the most important sectors in their country, which is the maritime transport sector, and qualifies them to obtain the necessary certificates to work in this field through its specialized programs in maritime transport technology and marine engineering technology (bachelor's degree). These programs are taught by our distinguished faculty members who are at the highest level of competence and qualification. The college, in cooperation with the various entities in the Arab AASTMT, provides all the necessary training methods such as simulators, the training ship Aida (4), the Maritime Safety Center, computer laboratories, workshops for diesel machines, marine engineering, metal cutting, electricity and automatic control, which contribute to the reinforcement of the theoretical concepts that the student receives during his years at the college.

In light of the college's deep understanding of all the exceptional opportunities and great challenges imposed during this stage, the College of Maritime Transport and Technology has been keen to prepare a measurable plan for hybrid education while preserving the international position of the Arab AASTMT and its regional leadership in the field of maritime transport.

This plan reflects the college's willingness to use the success achieved through the first plan (2016-2021) to achieve more success. The plan should be a result of careful analysis and thorough studies carried out by the Dean of the college, along with the follow-up committee of the strategic plan of the college, to identify the most important points that we must focus on in the next stage, taking into account the latest trends in the maritime education and training and the maritime transport industry, especially in light of the Corona pandemic and the radical changes that followed in the means of education and training and the associated tools, technical equipment and effective methods of assessment. All of this is within the framework of the experiences learned during the implementation of the previous plan and the analysis of its results.

His Excellency President of the Arab AASTMT and all the entities provide unlimited support and all human and material resources needed to implement this plan (2021-2026), where the student receives high quality education and training in a suitable and advanced environment that includes scientific, social, cultural and athletic aspects. This is in addition to the ethical values and disciplined behavior that contribute to preparing highly qualified marine graduates for the labor market in the maritime transport industry.

The college was also keen on applying the comprehensive concept of education that develops the human ability to understand, analyze and innovate, and makes them more flexibile with the global dynamic changes and the smart digital transformation that has dominated the economic, social and technological fields in the whole world.

Based on what was previously mentioned, it can be concluded that the new plan – which covers the fields of education and training along with their related student services, as well as community service, scientific research and innovation and entrepreneurship – highlights a number of measurable goals and seeks to enhance the college's position as one of the specialized centers in the field of maritime education and training, as it represents a suitable environment that includes all cultural, social and athletic factors and that is capable of instilling moral values and disciplined behavior in its students, which contributes to preparing them to work in the field of maritime with the highest level of qualification according to international standards.

We pray to Almighty God to reward our efforts with success in implementing the new strategic plan.

May God grant us success.

 Dr. Captain. Mohi El Din Mohamed EL Sayeh

Dean of the College of Maritime Transport and Technology

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College of Maritime Transport and Technology - an honorable history, a bright present and a promising future

The Arab AASTMT for Science, Technology and Maritime Transport is a specialized educational institution within the scope of the League of Arab States. The AASTMT's educational and training activities cover multiple fields, the most important of which is the field of maritime transport. Below is a brief review of the college.

The College of Maritime Transport and Technology is the oldest specialized college of the Arab AASTMT for Science, Technology and Maritime Transport, which provides specialized degrees in the field of maritime transport. Throughout its fifty-year history, it has been a pioneer in the field of maritime education and training. It has been awarded the ISO 9001 quality certificate since September 1994, which led to the recognition of the Egyptian Maritime Qualification Certificates (Certificates of Competence COC) accredited by the Egyptian Authority for Maritime Safety , the European Union and the leading countries in the maritime field. The faculty members of the College do their best to prepare students to excel in their profession, providing them with the necessary knowledge and preparing them to play an outstanding role in their communities and countries.

The College of Maritime Transport and Technology is committed to serving the field of maritime education and training in the Middle East and Africa by providing the shipping industry with qualified cadres that would enrich the future of the maritime transport industry in those regions and contribute to the promotion of maritime transport services all over the world. Since its establishment in 1972, the college adopted a system of educational departments, which relies on considering each educational department as an independent entity and setting a range of educational and training tasks for each department. It is worth noting that the recent years have witnessed a significant increase in the number of students who have joined the College of Maritime Transport and Technology to specialize in various fields of maritime transport. Therefore, the establishment of this college was necessary for the development of educational and training programs in the field of maritime transport studies. Our vision is that the College of Maritime Transport remains a leading maritime center for providing accredited programs that keep pace with the latest advances in the maritime transport industry and related systems.

 In addition to the specialized marine certificates issued by the Egyptian Maritime Inspection in

coordination with the Arab AASTMT, the College of Maritime Transport and Technology provides the following scientific degrees and certificates:

 •Bachelor of Maritime Transport Technology.
 •Bachelor of Marine Engineering Technology.
The Departments of Maritime Navigation and Maritime Engineering were established in 1972 with the establishment of the Arab AASTMT for Science, Technology and Maritime Transport. The idea of establishing the AASTMT of Maritime Transport as a regional institute for maritime transport was in the meetings of the Transport Committee of the League of Arab States on March 11, 1970. The decision of the Council of the League of Arab States No. 2631/1970 was issued in its 53rd session, approving the establishment of a regional center for maritime transport training. The decision mandated the Arab Republic of Egypt, on behalf of the Arab countries, to request technical assistance from the specialized organizations of the United Nations in the field of maritime transport.

The Arab AASTMT for Science, Technology and Maritime Transport - Sharjah Branch
The Arab AASTMT for Science, Technology and Maritime Transport is an organization affiliated with the League of Arab States. In 2019, Emiri Decree No. (19) was issued by His Highness Dr. Sultan bin Muhammad Al Qasimi, Supreme Council member and ruler of the Emirate of Sharjah, regarding the establishment of a specialized educational institution for maritime science and technology in the Emirate of Sharjah in the United Arab Emirates, under the name of the Arab AASTMT for Science and Technology and Maritime Transport - Sharjah Branch, and to be based in the city of Khor Fakkan in the Emirate of Sharjah. The branch includes the courses of the College of Maritime Transport and Technology in Maritime Transport Technology and Marine Engineering Technology depatments in order to graduate highly qualified national cadres capable of working, supporting and developing the maritime sector in the United Arab Emirates. The College of Maritime Transport and Technology provides the following scientific degrees and certificates:

 •Bachelor of Maritime Transport Technology.

 •Bachelor of Marine Engineering Technology.

The Results of the Environmental Analysis of the College

By reviewing the achievements of the previous college plan and the the AASTMT's internal and external activities, as well as reviewing the recent developments in Egypt and the Arab world in particular and the latest updates in the field of higher education both locally and internationally, an environmental analysis was carried out, whose results can be summarized as follows:

Table of Environmental Analysis Results

Strengths	Weaknesses
Education and Students Field	
Fifty years of experience in the field of maritime education	The undergraduate programs in the college are not accredited by the Supreme Council of Universities.
Availability of various educational tools (classrooms - specialized laboratories - engineering workshops - modern marine simulators - training ship)	The engineering workshops are not updated to keep pace with the huge developments in the maritime transport industry.
International accredations for college programs and dual degrees with the University of Plymouth	Failure to implement the quality system in some branches (Lattakia) - (City Unite, Greece, a cooperation protocol for teaching college programs)
Availability of an online learning platform (E-learning / Moodle)	Weak Internet Network - Wireless LAN (WIFI)

Accreditation of undergraduate programs in the college from the Commission for Academic Accreditation in the United Arab Emirates

Accreditation of the Arab AASTMT for Science, Technology and Maritime Transport as a major source of maritime education and training by the Ministry of Energy and Infrastructure of the United Arab Emirates

A number of cooperation protocols between the AASTMT's Sharjah branch and some entities in the United Arab Emirates (Ministry of Energy and Infrastructure - Ministry of Environment and Climate Change - Dubai Police - Dubai Maritime Authority) | |
| **Postgraduate Studies and Research Field** | |
| Availability of a number of qualified professors with scientific and practical experiences | Relatively few international scientific publications

Rates of conducting research in some disciplines are lower than those of the corresponding faculties, despite the presence of professional faculty members. |
| The presence of a practical dimension in most research topics (Masters and Ph.D.) | Lack of individual or group research projects that are funded locally or internationally for faculty members |
| | Lack of specialized scientific marine journals for research in marine sciences

Lack of financial support from the maritime business community to fund marine scientific research |
The college has a maritime library that provides the latest books in the fields of maritime transport and is connected to several databases that are updated annually with the latest scientific books and references.	Poor temporal performance rates for faculty research, lack of research follow up and very limited scientific publications in comparison to the follow up conducted on teaching
Faculty Members Field	
The capabilities of the faculty members combine academic skills and practical experience.	The difficulty of attracting and selecting faculty members due to the clear discrepancy in wages

	between the AASTMT and those of the members working in the field of maritime transport
Continuous qualification of faculty members through regular development courses	Lack of opportunities for faculty members to train on modern ships to keep pace with the latest technology in the field of maritime transport
Participation of faculty members in international forums and activities	
The presence of a team from the college within the maritime technical office of the League of Arab States	
Digital Transformation Field	
The presence of a distinguished educational platform for online learning (Moodle respond us). It has a system for conducting and monitoring any assessment. The student can complete the registration procedures for the student portal, communicate with the college and the academic advisor, and follow up the results.	Some faculty members and students need training on how to use the online educational platform.
International Standing Field	
Having of a number of cooperation protocols and dual degrees with international maritime universities at the regional and international levels, such as our cooperation protocols with: Plymouth (Dual Degree) Shanghai Maritime University, China City University, Tripoli - Lebanon City Unity College, Athens - Greece.	The need to make partnerships with international universities with high international ranking and with affordable tuition and accommodation expenses for students

Accredations 1. Egyptian Authority for Maritime Safety 2. Central Evaluation and Accreditation Agency-Hannover- Germany. (ZEVA) 3. The Commission for Academic Accreditation in the UAE (CAA) 4. International Hydrographic Organization. 5. Ministry of Education (KSA) 6. Ministry of Higher Education (Greece) 7. Ministry of Higher Education (Oman) 8. European Commission (EC) 9. ISO (9001 – 2015) DNV-GL.	The need for teaching some online with some of the corresponding universities at the international level
Social Responsibility Field	
Supporting the sectors related to the maritime field outside the AASTMT, which are: - Economic courts: by providing technical expertise in resolving maritime disputes and holding relevant training workshops - Ship owners - Insurance companies: by providing technical advice - Setting a group of experts (faculty members from the college) accredited by the Ministry of Justice in the courts at the level of the Republic - Providing specialized training courses for individuals working in the maritime field	The small number of faculty members specialized in the field of maritime arbitration
Training Field	
Availability of practical training opportunities for students at the local level through several visits to all sectors and entities related to the maritime transport industry	Lack of international training opportunities for a large percentage of students due to the high costs of the trainings

Availability of student summer training opportunities in all sectors and entities related to the maritime transport industry	
Linking training methods and targeted training sectors to the educational curricula	
Achieving the training capabilities available at the college to meet the requirements of the International Maritime Organization in order to obtain marine certificates (third engineer - second officer)	
Environmental Opportunities	**Environmental Threats**
Educational Field	
Faculty members with a high level of competence and experience extending to 50 years	High tuition and accommodation fees for students compared to those of the corresponding regional and international universities.
Availability of distinguished educational programs that suit the labor market at the regional and international levels	The necessity of updating the simulators to keep pace with the latest developments during the last three years of the plan
	- The expected competition if a private university is established in the headquarters country, offering programs similar to the college's programs at lower expenses - Lack of job opportunities at the local level
Postgraduate Studies and Research Field	
The AASTMT's strong and influential presence in the International Federation of Maritime Universities and its membership in the Executive Council provides more opportunities for international cooperation with other universities.	Lack of coordination between scientific research institutions, which leads to repetition of research topics and funding for the same research topics
The presence of educational cadres in the college from the labor market who are aware of its needs helps to identify current and future market needs.	The scientific research outputs are in line with the international technical advances.
The opportunity to support the AASTMT by encouraging the publication of scientific research in international journals with impact factor Q1 & Q2 by rewarding external publication for academic staff members	Linking the private business community to faculty members in order to benefit from their expertise, which affects having enough time for scientific research
ˡBenefiting from overseas missions in developing scientific research and postgraduate studies	Lack of good opportunities for research marketing
Benefiting from the participation of civil society and community in the development of scientific research and postgraduate programs	

The financial support of the Arab AASTMT for the college to meet the scientific research needs required to support the faculty members	
Directing research into practical fields that serve decision-making and support institutions	
Participation of faculty members in externally funded projects	
Joint programs with reputable international universities in the field of postgraduate studies	
Linking scientific research to the challenges of the marine industry to achieve sustainability and future plans for automation Allocating a budget of (5%) for scientific research Conducting a scientific maritime conference in the United Arab Emirates periodically to stimulate scientific research in the maritime sector in the Arabian Gulf region	
Training Field	
The ability to establish training programs for vocational diplomas that meet the needs of society, as there is a growing demand for companies and external organizations for specialized courses and technical consultations in the field of maritime transport and meteorology Providing specialized international training courses for maritime workers Supporting and developing the maritime sector in the United Arab Emirates through the following: Providing practical local training opportunities for students through field visits to the authorities related to the maritime transport industry Providing student summer training opportunities in the entities related to the maritime transport industry Linking training methods and targeted training sectors to the educational curricula	Lack of enough training opportunities for students Engineering workshops and marine simulators are still under construction in Sharjah branch. Lack of a training ship for students in the Sharjah branch

Elements of the Strategic Plan (Vision – Mission – Core Values)

- ## Vision

The College of Maritime Transport and Technology seeks international leadership in the field of maritime education and training through keeping up with the development and smart digital transformation in education as well as modern technologies and techniques in order to become a center of excellence that offers academic maritime programs and scientific research which keep pace with the state-of-the art technologies and continuous development taking place in the industry of maritime transport.

Mission
Providing the most advanced levels of maritime education and training that meet international standards by the optimum utilization of AASTMT educational and training resources, the implementation of modern techniques and the digitalization of AASTMT systems to ultimately provide the industry of maritime transport, locally, regionally and internationally, with qualified, well-trained Maritime calibers who effectively contribute to the overall improvement of the maritime transport system, and all its related activities while adhreing to the highest international standards of quality.

Core Values

significance	Value		#
-We seek to achieve a high degree of staff integration with the AASTMT family embracing of the strategic goals, on the one hand, and working on achieving them and prioritizing them over personal interest, on the other. -We seek to state a known vision and mission that all AASTMT staff members and organizational units agree upon. -We believe that dedication, devotion, and having a sense of belonging to AASTMT are our route to achieve a pioneering position regionally and internationally.	**Alignment**	**Alignment**	1
-We seek to present a model insightful leadership as a principal characteristic of AASTMT organizational leaderships on all levels. -We seek to present educational programs that aim at improving the leadership skills of AASTMT graduates, staff members and employees.	**Leadership**	**leadership**	2

significance	Value	#
-We believe that excellence in the fields of education, research, development and creativity is the route to achieve a leading rank among universities and educational institutions in the Arab World. -We believe that excellence should be reflected on our relationship with the society at large through our broad and active participation in the area of social responsibility.	**Excellence and sustainability**	**Excellence and sustainability**	**3**
-We seek full committment to ethical standards in all professional managment practices inside and outside AASTMT. -We seek excellence in all educational and administrative work fields.	**Dignity**	**Dignity**	**4**
-We believe that mutual respect among all individuals and organizational units is the basis for work at AASTMT. -We assure that through the interaction and interrelationships among all organizational units. -We believe in the importance of diversity of both individuals and ideas among all individuals and bodies inside and outside AASTMT.	**Respect**	**Respect**	**5**
significance	**Value**	**#**	
-We believe that each one of us is responsible for achieving AASTMT institutional success within the scope of the powers of individual employees. -We believe that appropriate empowerment of individuals and organizational units will contribute to reinforcing the mindset of responsibility.	**Accountability**	**Accountability**	**6**
-We trust our abilities that we can establish a smart digital university that is capable of dealing with a high degree of excellence with the requirements of modern universities in the era of knowledge. -We believe that the digital transformation of AASTMT will help us understand as well as contribute to providing scientific and practical solutions to the challenges facing the society as a whole.	**Knowledge**	**Knowledge**	**7**

The table below shows the link between each of AASTMT strategic goals and the strategic goals of the College of Maritime Transport.

Sub- goals, performance indicators, activities, and initiatives will be detailed later.

The Strategic Goals of AASTMT & the College

The Strategic Goal of the College	The Strategic Goals of AASTMT	S
1- Having a leading position in providing high quality maritime educational service 2- Improving the service system and student's activities 3- Excellence in academic research, and innovativeness in the maritime field 4- Excellence and diversity in maritime training activities, and commitment to social responsibility	Education and learning	1
1- Pioneering in providing high quality maritime educational service 2- Upgrading the student activities and service system 3- Excellence in academic research, and innovation in the maritime field 4- Excellence and diversity in maritime training activities, and commitment to social responsibility 5- Maintaining leadership regionally and internationally	Developing and sustaining the international leadership of maritime education and training	2
3- Excellence in academic research, and innovation in the maritime field 5- Maintaining supremacy regionally and internationally	International status	3
4- Excellence and diversity in maritime training activities, and commitment to social responsibility	Social responsibility	4

Executive Summary

The College's Strategic Goals and the Mechanisms to achieve them

Since the College of Maritime Transport and Technology is one of the colleges of the Arab AASTMT for Science Technology and Maritime Transport, The College is committed to AASTMT general strategic plan. The College is also committed to formulating its strategic plan in accordance with the general plan of AASTMT. Accordingly,

1- The College selected its strategic goals in accordance with AASTMT strategic goals; hence, a table showing the compatibility between The College's goals and those of AASTMT has been created.

2- The College committed itself to formulating its strategies and performance indicators in a similar way to the strategies and performance indicators of AASTMT.

3- The College adopts AASTMT strategies and performance indicators that are outside colleges. Accordingly, The College did not include them in the strategic plan. For example:

a. Admission and registration strategies, some students' affairs strategies and social responsibility, and other strategies executed by AASTMT different departments

b. AASTMT strategic capabilities: intellectual capital, digital transformation, leadership, governance, and financial efficiency.

First, The College's Strategic goals:

1. Pioneering in providing the maritime educational service in the highest quality possible
2. Upgrading the service system, and students' activities
3. Excellence in academic research, and innovation in the maritime field.
4. Excellence and diversity in maritime training activities, and commitment to social responsibility
5. Maintaining leadership regionally and internationally

Second, Elements contributing to the success of the strategic plan:

- The success of the strategic plan of The College of Maritime Transport and Technology relies on a number of factors briefly presented below:

The College's administration is aware that:

1. its competitive sustainable advantage is its human capital.

2. the success of The College's Plan is measured by what is achieved on the ground.

3. the necessity of providing human, financial, informational capabilities through AASTMT administration to put the plan into action.

4. there must be a clear and explicit commitment and desire from all educational and organizational entities in the college to put the strategic plan into action in accordance with the plan of the maritime sector and AASTMT.

The First Strategic Goal: Leadership in providing high quality maritime educational service

This goal includes educational activities, how to attract the best segments of students, and providing the appropriate educational environment in the light of strict systems that guarantee the quality of educational outcomes. This strategic goal comprises a number of sub-goals as follows:

1. Developing curricula and teaching and learning methods

2. Keenness on following up students to guarantee that they meet graduation planned dates.

3. Attracting the best applicants, and selecting the best students.

4. Preparing and implementing student retention policies that reflect their actual needs.

Following up students to guarantee they meet graduation planned dates

Developing curricula and teaching & learning methods

Leadership in providing high quality maritime educational service

Preparing and implementing student retention policies that refelct their actual needs

attracting best applicants and selecting best students

Implementation responsibility			Period of execution					(Benchmark)			Quantitative performance indicator (method of measurement)	Performance indicators/initiatives		Strategies	Serial	Number of the group of	Number of sub-goal	
Lataki a	Al-Sharja	Alexandri a																
First strategic goal: Leardership in providing a high quality educational service																1	1	
Designing and implementing financial systems and general policies that encourage student to regukarly attend study programs, and ensure their attendance at AAST MT throughout the year															1	1	1	
%80	%90		Y	Y	Y	Y	Y	Nor mal	Ann ually	%90	Ratios of Egyptian students graduating on scheduled dates to the total number of students accepted.	Annual ratios of Egyptians graduating with bachelor degree according to the scheduled dates.	4	Following-up with students closely to guarantee they graduate according to planned dates by providing organizational mechanisms that guarantee that students meet the graduation dates according to the academic plans in each college.	2	1	1	1
%80	%90		Y	Y	Y	Y	Y	Nor mal	Ann ually	%90	Ratios of foreign students graduating according scheduled dates to the total number of students accepted.	Annual ratios of foreign students graduating with bachelor degree according to scheduled dates.	5					
%75	%75		Y	Y	Y	Y	Y	Nor mal	Ann ually	%75	Percentage	Percentage of students' satisfaction with program efficiency as far as optimal use of time is concerned. (questionnaire)	8	Providing university programs that guarantee optimal use of students' time with a high level of efficiency.	3	1	1	1
%90	%90		Y	Y	Y	Y	Y	Nor mal	Ann ually	%90	Percentage of students transfered to the fourth term of the same track to the total number of students accepted.	Percentage of students transferred from the term 1 to 4 without lagging.	23	Preparing and implemnting student retention policies which reflect their actual needs.	7	1	1	1
%10	10% Discount		Y	Y	Y	Y	Y	Nor mal	Ann ually	10% Disc ount	Number of students on the list of academic advising compared to the previous year.	Ratio of annual decrese of students on the academic probation list.	24					
2	Discount 2 to		Y	Y	Y	Y	Y	Nor mal	Ann ually	Disc ount to 2	Number of classes	Reducing the period of keeping students on the academic probation list.	25					
Yes	yes		Y	Y	Y	Y		Cum ulati ve	Duri ng plan years	yes	Has electronic student attendance system been activated? Yes/ to some extent/ No	Setting and activating the electronic attendence system to keep record of information related to regular attendance of programs.	26					
Yes	yes		Y	Y	Y	Y	Y	Nor mal	annu ally	yes	Has a report been submitted to educational affairs? Yes / to some extent/ No.	Preparing a semi-annual report on defaulting students and how successful the policies to deal with them were until they exit the list of	27					

											academic advising.						
<td colspan="18">**Providing students with suitable information about the future status of the job market.**   2   1   1</td>
Yes	Yes	Y	Y	Y	Y	Y	Normal	Annually	yes	Has the annual report been approved by the college council? (Yes/ to some extent/ No	Issuing an annual report including a plan to improve the educational process based on the industry experts' suggestion report approved by the college council.	41	involving industry experts and entrepreneurs in college councils (according to the rules and regulations)	1	2	1	1
<td colspan="18">**Supporting the programs that achieve student's learning since it is the center of the educational process.**   3   1   1</td>
Yes	Yes	Y	Y	Y	Y	Y	Cumulative	During plan years	yes	Has the status report been reviewed? (Yes/ to some extent/ No)	Reviewing the status report to identify aspects of improvement to suit today's needs, students', industry experts and the country's development direction.	51	Continuously improving curricula/courses to reflect the nature of the skills required for today's job market.	1	3	1	1
%20	%20	Y	Y	Y	Y	Y	Normal	Annually	%20	Ratio/percentage of curricula/ courses developed during the academic year to the total number of courses.	Percentage of courses partially or fully developed annually to suit today's needs, students', industry experts, and the country's development direction.	52					
%90	%90	Y	Y	Y	Y	Y	Normal	Annually	%90	Ratio/percentage of implementing the recommendations of development reports within two years.	The implementation of the recommendations included in internal and external development reports within two years.	53					
Yes	Yes	Y	Y	Y	Y	Y	Normal	Annually	Yes	Has the report been approved by the Education Deanery? (Yes/ to some extent/ No)	An annual assessment to check how far graduates have reached the characteristics specified by the colleges, approved by the Education Deanery, attached with it corrective procedures and development plans.	54					
Yes	Yes	Y	Y	Y	Y	Y	Normal	Annually	Yes	Has the report been approved by the Education Deanery? (Yes/ to some extent/ No)	An annual evaluation to check new students' attraction to different programs, approved by the Education Deanery, attached with it development plans	55					

										and corrective procedures							
%100	%100	Y	Y	Y	Y	Y	Normal	During plan years	100%	Percentage of courses with intended learning outcomes added since the beginning of the plan.	Adding learning outcomes concerned with self-learning to all academic courses.	46	Designing curricula that give students the chance to study the topics of preference to them; hence helping to boost creative abilities in the field of study, in particular, and fields of life, in general.	2	3	1	1
%75	%75	Y	Y	Y	Y	Y	Normal	Annually	%75	Percentage	Percentage of students' satisfaction with the presence of preferred elective courses. (Questionnaire)	56					
%75	%75	Y	Y	Y	Y	Y	Normal	Annually	%75	Percentage	Percentage of students' satisfaction with the presence of specialized courses. (Questionnaire)	57					
%5	%5	Y	Y	Y	Y	Y	Normal	Annually	%5	Percentage of that qualify students to post-graduate studies to the total number of courses.	Percentage of courses included in the bachelor stage in each program that qualify the student to post-graduate studies programs.	63	Qualifying students to post-graduate programs (Diplomas, Masters, PhDs) each in their major/specialization.	4	3	1	1
Yes	Yes	Y	Y	Y	Y	Y	Cumulative	During plan years	Yes	Has the status report been reviewed? (Yes/ to some extent/ No)	Reviewing the status report to identify aspects of improvement to suit today's needs, students', industry experts and the country's mind-set/orientation.	51	Designing flexible educational programs that satisfy students' various and diverse needs	7	3	1	1
%80	%80	Y	Y	Y	Y	Y	Cumulative	During plan years	%80	Percentage of courses with intended learning outcomes added since the beginning of the plan.	Adding learning outcomes concerned with the skills needed for the job market to the academic courses.	45					
%100	%100	Y	Y	Y	Y	Y	Normal	During plan years	100%	Percentage of courses with intended learning outcomes added since the beginning of the plan.	Adding learning outcomes concerned with self-learning to all academic courses.	46					

Developing maritime education to support and sustain international competitiveness of maritime students															4	1	1
%70	%70	Y	Y	Y	Y	Y	cumulative	During plan years	%70	Cumulative percentage since the beginning of the plan	Percentage of implementing the concept of (GMP-BoK) Global Maritime Professional.	98	Developing educational and training programs (Global Maritime Professional Application), using modern methods and techniques of teaching and training, and	1	1	1	2
%30	of %30 total programs and courses	Y	Y	Y	Y	Y	cumulative	During plan years	of %30 total programs and courses	Cumulative percentage since the beginning of the plan	Percentage of programs and courses using modern methods and styles of education and training	99					

|																	
											included in the plan of implementing the concept of GMP.		implementing distant learning and training.				
%30	of %30 total programs and courses	Y	Y	Y	Y	Y	cumulative	During plan years	of %30 total programs and courses	Percentage of programs and courses carried out during the year	Percentage of programs and courses using applications of distant education and training included in the plan of applying the concept of GMP.	100					
%100	%100	Y	Y	Y	Y	Y	Normal	Annually	%100	Percentage of budget allotted to the one required during the year	Percentage of allotting the required resources to develop or update specializations in accordance with the requirements of the maritime market.	101	Adding modern specializations in accordance with the requirements of the maritime market for new professions, and seeking to get suitable accreditations for them such as DP-Autonomous Ships , Off Shore Services, Marine Energy Management, Ocean Science				
1	2	Y	Y	Y	Y	Y	cumulative	During plan years	2	Cumulative number since the beginning of the plan	Number of programs and specializations updated or developed according to the requirements of the maritime market that already started working.	102		2	1	1	2
1	2	Y	Y	Y	Y	Y	cumulative	During plan years	2	Cumulative number since the beginning of the plan	Number of programs and specializations updated or developed according to the requirements of the maritime market, accredited by local and international bodies.	103					
Yes	Yes	Y	Y	Y	Y	Y	Normal	Annually	Yes	Has an analytic scan been conducted? (Yes/ to some extent/ No)	Percentage of applying the concept of GMP to develop the method of assessment so as to test the modernity of academic and training programs and whether they are coping with industry requirements.	115	Developing assessment methods to test the ability to solve problems, evaluate mental and professional skills, and achieve the intended learning and training outcomes.	5	1	1	2

The Second Strategic Goal: optimizing students' service and activity systems

This goal includes:

- Ensuring the follow up of students to guarantee their graduation according to the planned dates
- Providing university programs that ensure optimum use of students' time with the maximum efficiency level
- Establishing a student exchange program to encourage them to study in other universities outside Egypt
- Providing students with the appropriate information about the conditions of the labor market's future
- Developing students' activities
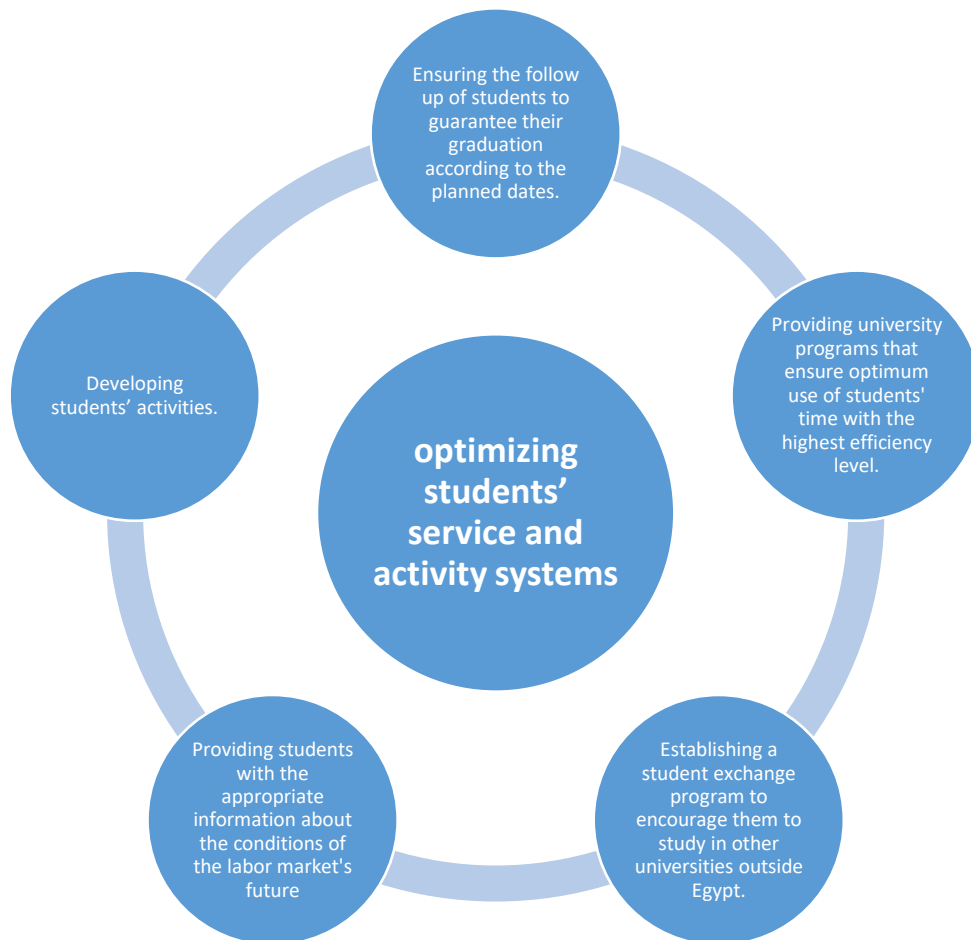
Implementation Responsibility			Implementation Time			Reference Value (Benchmark)			Quantitative performance indicator (Measuring Method)	Performance indicators /initiatives		Strategies	Serial number	Strategies-set number	goal sub-number	
Latakia	Sharjah	Alex.													1	2
The Second Strategic Goal: Optimizing students' services and activities														1	1	2
	90%	90%	Y	Y	Y	Y	Y	Normal	Annual	90%	The percentage of Egyptian students Graduates at the due times to the total number of accepted students.	Annual ratios of Egyptian student graduates in Bachelor's degree according to the due schedules.	4	Following up with the students to ensure their graduation according to the planned schedule. This is through setting Regulatory Mechanisms that guarantee their graduation students according to the study plans in every college.	2	1	1	1
	90%	90%	Y	Y	Y	Y	Y	Normal	Annual	90%	Percentage of outsider students graduated at the due times to the total number of then accepted students.	Annual ratios of international student graduates in Bachelor's degree according to the due schedules.	5				
	2	4	Y	Y	Y	Y	Y	Normal	Annual	4	number of activities done throughout the year.	Creating and implementing students' intellectual skills such as creativity, leadership, critical innovation, self-learning and adaptability.	6	Providing Undergraduate programs that guarantee the optimum and efficient use of students' time.	3	1	1	1
	2	4	Y	Y	Y	Y	Y	Normal	Annual	4	number of activities done during the year.	Creating work activities for developing socio emotional aptitude like leadership, offering Services to others, social impact and dealing with others.	7				
	75%	75%	Y	Y	Y	Y	Y	Normal	Annual	75%	Percentage	Students' satisfaction ratio about the efficiency of the scientific programs with regards to perfect time usage (questionnaire).	8				
	4	4	Y	Y	Y	Y	Y	Normal	Annual	4	Number of cultural activities held throughout the year.	Students' participation in cultural activities at the AASTMT.	9	Developing students' informal activities and supporting their summer activities according to previously announced programs.	4	1	1	1
	70%	70%	Y	Y	Y	Y	Y	Normal	Annual	70%	Ratio of Students who participate in sports activities to the total number of students.	Students' participation in sports activities at the AASTMT.	10				
	8	4	Y	Y	Y	Y	Y	Normal	Annual	4	Number of seminars which were conducted throughout the year.	Conducting introductory seminars for school students in different colleges at the AASTMT	32	Supporting communication with high schools as a proactive step from the AASTMT to	9	1	1	1

2	2	Y	Y	Y	Y	Y	Normal	Annual	2	Number of invited students throughout the year.	Inviting top students at the high school stage to visit the AASTMT	33	ensure the new students' success in their college stage.		
4	2	Y	Y	Y	Y	Y	Normal	Annual	2	Number of invited students throughout the year.	Arranging orientation visits for the targeted high schools to the AASTMT.	34			

roviding students with appropriate information about the conditions of labour market future.														2	1	2
30%	60%	Y	Y	Y	Y	Y	Normal	Annual	60%	Percentage of new students enrolled in the AASTMT and participating in the orientation seminars to the total number of seminar attendees.	Percentage of applicants to the AASTMT out of the total number of participants attending seminars introducing potential students to the nature of the current demand for AASTMT graduates.	43	Ensuring that students do understand the nature of the current demand for graduates of the AASTMT in all disciplines such as science technology, engineering, mathematics in all its branches and all other humanities and social sciences.	3	2	1	1
4	4	Y	Y	Y	Y	Y	Normal	Annual	4	Number of the invited schools throughout the year.	Inviting a number of schools to attend the orientation seminars introducing potential students to the nature of the current demand for AASTMT graduates.	44				
4	2	Y	Y	Y	Y	Y	Normal	Annual	2	Number of seminars conducted throughout the year.	Holding seminars where industrialists are hosted to familiarize current students with the needs of the labor market.	42	Supporting practical training opportunities, self-learning services and acquiring all the skills needed by the labor market	4	2	1	1

80%	80%	Y Y Y Y Y	Cumulative	During the years of the plan	80%	Percentage of courses to which learning outcomes have been added since the beginning of the plan.	Adding certain learning outcomes to the academic courses related to labor market skills.	45	(such as effective personal communication skills, interpersonal skills, analysis skills, team leading skills and other).				
100%	100%	Y Y Y Y Y	Normal	During the years of the plan	100 %	Percentage of courses to which learning outcomes have been added since the beginning of the plan.	Adding learning outcomes of self-learning to all courses.	46					
30%	30%	Y Y Y Y Y	Normal	Annual	30%	Number of students benefiting from practical training through the AASTMT.	Percentage of students participating in practical training opportunities through the AASTMT.	47					

	%5	10% increase	Y Y Y Y Y	Normal	Annual	10% increase	Percentage of the number of programs compared to the previous year.	Increasing the number and type of student exchange programs with foreign universities.	58	Establishing a student exchange program to encourage students to study in other universities outside Egypt as part of the student exchange program with the aim of preparing students for the global labor market	3	3	1	1
	%5	10% increase	Y Y Y Y Y	Normal	Annual	10% increase	Percentage of the number of agreements compared to the previous year.	Conducting student exchange agreements between colleges and universities inside and outside Egypt	59					
	N/A	10% increase	Y Y Y Y Y	Normal	Annual	10% increase	Percentage of the number of programs compared to the previous year.	Holding programs that have mapping with corresponding programs in reputable international universities	60					
	%5	10% increase	Y Y Y Y Y	Normal	Annual	10% increase	Percentage of the number of students compared to the previous year.	Increasing the percentage of students who take advantage of student exchange agreements annually.	61					
	%5	10% increase	Y Y Y Y Y	Normal	Annual	10% increase	Percentage of students in international programs compared to the previous year.	Increasing the percentage of students studying in international programs that have mapping with the AASTMT's colleges	62					

	%5	5% increase	Y Y Y Y Y	Normal	Annual	5% increase	Number of students participating in student exchange programs during the year.	Increasing the effectiveness of student exchange programs with internationally advanced maritime universities.	155	Supporting partnerships and establishing new ones with globally advanced universities, especially maritime universities, through the exchange of students' experiences and faculty members,	3	3	1	2

%5	5% increase	Y	Y	Y	Y	Y	Normal	Annual	5% increase	Number of students benefiting from student exchange and external training with partner universities during the year.	Increasing the percentage of student exchange and external training through special programs or partnership programs with foreign universities.	188	Providing outdoor activities that offer safe opportunities for students to travel abroad to develop their skills during the summer or over the entire semester. In addition to providing opportunities for student exchange and external training.	6	2	1	3
%5	5% increase	Y	Y	Y	Y	Y	Normal	Annual	5% increase	Number of students benefiting from travel opportunities to develop their skills during the summer.	Increasing the percentage of students traveling abroad to develop their skills during the summer period or spending an entire semester	189					

The Third Strategic Goal: Excellence in scientific research and innovation in the maritime field

This goal includes supporting the culture of scientific research, encouraging international publishing, communicating with scientific research funding bodies internally and externally, and spreading the culture of creativity among students and faculty members, by achieving the following sub-goals:

- Strengthening global partnership and international cooperation in scientific research
- Cooperation and partnership with the private sector and civil society institutions
- Achieving research excellence, increasing publication and improving its quality
- Spreading the culture of innovation

Strengthening global partnership and international cooperation in scientific research.

Achieving research excellence, increasing publication and improving its quality.

Excellence in scientific research and innovation in the maritime field.

Cooperation and partnership with the private sector and civil society institutions.

Spreading the culture of innovation.

Implementation responsibility			Implementation period					Benchmark		Quantitative performance indicator (measurement method)		Performance indicators/initiatives		Strategies	Series	Strategies	Sub-goal number	•
Lataki a	Sharj ah	Alexand ria																
The Third Strategic Goal: Excellence in maritime research and innovation.																1	3	
Excellence and integration between graduate studies, research and development / Build research capabilities and cultivate a culture of scientific research.															1	1	3	
	1	2	Y	Y	Y	Y	Y	Cumul ative	During the plan's durati on	Number of local research entities of which research agreements were formed during the plan.	2	Form research agreements with local research entities.	70	Strive to achieve leadership in research and development by strengthening the relationship with local and international research entities.	1	1	2	1
	1	2	Y	Y	Y	Y	Y	Cumul ative	During the plan's durati on	Number of international research entities of which research agreements were formed during the plan.	2	Form research agreements with international research entities.	71					
	90%	90%	Y	Y	Y	Y	Y	Norma l	Annua lly	Percentage.	90 %	Percentage of utilization of the approved budget for research.	75	Allocate funds for research and development in line with the AASTMT's strategic goal of achieving research leadership and expand the use of research grants.	2	1	2	1
	1	1	Y	Y	Y	Y	Y	Normal	Annual y	Number of primary research programs supported.	1	Number of supported primary research to ensure the intraregional development with educational entities in the AASTMT, especially when it comes research that tackles societal problems.	78	Continue to strengthen primary research programs, including intraregional research between educational entities in the AASTMT, especially when it comes research that tackles societal problems.	4	1	2	1
	5%	5%	Y	Y	Y	Y	Y	Normal	Annual y	Increase number of articles published in international scientific journals during the plan's duration.	5%	Increase number of articles published in international scientific journals during the plan's duration.	79	Encourage and support international publication of research and articles according to internationally recognized scientific standards.	5	1	2	1
	1	1	Y	Y	Y	Y	Y	Normal	Annual y	Number of research published/total faculty members (1 research per faculty member)	1	Average scientific publication productivity from faculty staff.	80					
	75%	75%	Y	Y	Y	Y	Y	Normal	Annual y	Percentage.	75 %	Percentage of completed research of total planned research.	81					

| | 0.3 | 0.3 | Y | Y | Y | Y | Y | Normal | Annually | 0.3 | Number of peer-reviewd research/ total faculty members (1 research per faculty member) | Number of research published in peer-reviewed scientific journal total number of faculty members | 82 | | | | | |

100%	100%	Y	Y	Y	Y	Y	Normal	Annually	100%	Percentage.	Percentage of adhere to the AASTMT's research charter and intellectual property regulations.	83	Adhere to the AASTMT's research charter and intellectual property regulations.	6	1	2	1
1	2	Y	Y	Y	Y	Y	Normal	During the plan's duration	2	Average research published during the year in each field.	Number of research published in each field	86	Direct research and projects in a manner that serves the AASTMT.	9	1	2	1
5%	5% increase.	Y	Y	Y	Y	Y	Normal	Annually	5% increase.	Percentage compared to last year.	Percentage of faculty members who undergone academic professional development programs.	88	Design and implement academic professional development programs for faculty members, including development in academic career, especially international research.	2	2	2	1
80%	80%	Y	Y	Y	Y	Y	Normal	Annually	80%	Percentage	Percentage of implementation of the research plan at the college.	93	Colleges and research centers set yearly research plans that reflect the general goals of internal and external research.	1	3	2	1
1	1	Y	Y	Y	Y	Y	Normal	Annually	1	Number of parties during the year.	Number of third parties (local/international) cooperating in research and development	94	Develop a plan to expand third parties database that can assist in research and development.	2	3	2	1
1	1	Y	Y	Y	Y	Y	Normal	Annually	1	Number of proposals during the year.	Number of internal and external proposals to expand beneficiaries in the AASTMT.	95	Publish internal and external proposals to expand beneficiaries in the AASTMT.	3	3	2	1
1	1	Y	Y	Y	Y	Y	Normal	Annually	1	Number of partnerships during the year.	Form international research partnerships in all fields.	96	Focus on developing international research partnerships in all fields.	4	3	2	1
1	1	Y	Y	Y	Y	Y	Normal	Annually	1	Number of research initiatives during the year.	Number of internal and external research initiatives in the field of Applied Research.	97	Ensure the achievment of tangible added value in national research through serious research initiatives based on the interaction of educational technology with societal needs, especially applied research.	5	3	2	1
1	2	Y	Y	Y	Y	Y	Normal	Annually	2	Number of faculty members participating in exchange programs during the year.	Increase the effectiveness of faculty exchange programs with internationally advanced universities or maritime entities.	104					
10%	10%	Y	Y	Y	Y	Y	Normal	Annually	10%	Number of faculty members and program providers who completed specialized maritime training courses.	Percentage of faculty members and program providers who completed specialized maritime training courses.	105	Improve faculty members capabilities and skills (qualification courses, projects, foreign mission, internal and external assignments, secondment to increase experience and return to work on ships).	3	1	1	2
5%	5%	Y	Y	Y	Y	Y	Normal	Annually	5%	Number of faculty members who enrolled in graduate programs and local and international missions in major maritime universities.	Percentage of faculty members' qualification through enrollment in graduate programs and local and international missions.	106					
1	2	Y	Y	Y	Y	Y	Normal	Annually	2	Number of joint projects with major international maritime universities.	Number of joint projects with major international maritime universities.	107					

10%	10%	Y	Y	Y	Y	Y	Normal	Annually	10%	Number of faculty members, staff working in maritime education and training participating in international scientific conferences.	Percentage of faculty members, staff working in maritime education and training participating in international scientific conferences.	108					
1	1	Y	Y	Y	Y	Y	Normal	Annually	1	Number of participants in research and applied projects.	Participation of faculty members in advisory, research and practical work with organizations working in the market to increase their knowledge of market needs.	119	Participation of faculty members in advisory, research and practical work with organizations working in the market to increase their knowledge of market needs.	6	1	1	2
100%	100%	Y	Y	Y	Y	Y	Normal	Annually	100%	Percentage of budget allocation to required budget for the maritime sector during the year.	Allocate required resources to conduct research and application projects with maritime institutions.	121					
2	4	Y	Y	Y	Y	Y	Normal	Annually	4	Number of faculty members employed in government agencies and national projects.	Number of faculty members employed in research, advisory, applied and field work in governmental entities and national projects.	122					
1	2	Y	Y	Y	Y	Y	Normal	Annually	2	Number of joint projects, work groups and research faculty members participate in.	Participation of faculty members in projects work groups and joint research within the activities of important maritime entities such as (IMO, IAMU, etc...).	149	Develop and sustain the AASTMT's role in international maritime forums (such as WMU, IMO, ICS, BIMCO, IMLI, IMLA, IAMU)	1	3	1	2
1	2	Y	Y	Y	Y	Y	Normal	Annually	2	Number of faculty members participating in exchange programs during the year.	Increase the effectiveness of faculty exchange programs with internationally advanced universities or maritime entities.	104	Improve faculty members capabilities and skills (qualification courses, projects, foreign mission, internal and external assignments, secondment to increase experience and return to work on ships).	3	1	1	2
5%	5% increase.						Normal	Annually	5% increase.	Number of joint research and projects during the year.	Develop joint projects with major international maritime universities.	157	Strengthen partnerships and form new ones with distinguished international universities, particularly maritime universities by exchanging experiences, students, faculty members, joint programs, researches and joint research.	3	3	1	2
10%	10% increase.	Y	Y	Y	Y	Y	Normal	Annually	10% increase.	Number of faculty members who were exchanged during the year.	Exchange faculty members with major international universities to learn about the latest research,	169	Support faculty exchange opportunities from and to the AASTMT according to international agreements to maximize the benefit in research, teaching and	3	1	1	3

											educational and training systems used in these universities, regardless if these visits were short-term or long-term visits.		continuous support for the services that the AASTMT provides.				
1	1						Normal	Annually	1	Number of partnerships during the year.	Form international research partnerships in all fields.	96	The AASTMT strives to develop and widen its international network with all relevant parties on an international level	2	2	1	3
1	1	Y	Y	Y	Y	Y	Normal	Annually	1	Number of research initiatives during the year.	Number of internal and external research initiatives in the field of Applied Research.	97					
1	2						Cumulative	During the plan's duration	2	Number of international research entities of which research agreements were formed during the plan.	Form research agreements with international research entities.	71	Support faculty exchange opportunities from and to the AASTMT according to international agreements to maximize the benefit in research, teaching and continuous support for the services that the AASTMT provides.	3	2	1	3
0.3	0.3						Normal	Annually	0.3	Number of peer-reviewd research/ total faculty members (1 research per faculty member)	Number of research published in peer-reviewed scientific journal total number of faculty members	82					
5%	5%						Normal	Annually	5%	Percentage of publication rates compared to last year.	Increase number of articles published in international scientific journals during the plan's duration.	79	Encourage cooperation with distinguished research teams in local and international universities in a framework that allows joint publication, exchanging of instructors and researchers	5	1	2	1
Reinforce relationships with different groups of society associated with the AASTMT activities														2	1	3	
5%	5% increase.	Y	Y	Y	Y		Normal	Annually	5% increase.	Number of events participated in during the year.	Research studies, participation in external conferences and attending different workshops.	279	Increase the number of joint projects between the AASTMT and governmental organizations, business institutions and society as a whole.	1	3	1	4

The Fourth Strategic Goal: Providing Distinguished and Varied Maritime Training Activities and Fulfilling Social Responsibility.

This goal comprises developing the student's social role and their interaction with society as well as the university's foundational role towards society and providing training and consultation services through accomplishing the following secondary goals:

- Developing the student's role in community service.
- Including businessmen and experts in the industry in college councils (as determined by regulations and policies).
- Supporting practical training opportunities, self-study, and services that provide all the skills needed for the labor market.
- Providing unique training and consultation services.

Developing the student's role in community service.

Providing unique training and consultation services.

Providing Distinguished and Varied Maritime Training Activities and Fulfilling Social Responsibility

Including businessmen and experts in the industry in college councils (as determined by regulations and policies).

Supporting practical training opportunities, self-study, and services that provide all the skills needed for the labor market.

Completion Responsibility			Time to Complete					Benchmark			Quantitative Performance Indicator (Measuring Method)	Performance Indicator/Initiative		Strategy	Series	Strategy Group Number	Secondary Goal Number	
Latakia	Sharjah	Alexandria																
Creating varied and unique maritime training activities and fulfilling social responsibility																	1	4
Developing research capabilities and supporting the scientific research culture at the AASTMT															1	1	4	
Yes	Yes	Yes	Y	Y	Y	Y		Accumulative	Plan	Yes	Has the council formation been approved by student affairs? (Yes/ to a certain extent/ no).	Creating a consultatory council for each college's industry that includes members of the college council in addition to industry experts to be approved by student affairs	39	Including businessmen and experts in the industry in college councils (as determined by regulations and policies).	1	2	1	1
Yes	Yes	Yes	Y	Y	Y	Y	Y	Regular	Annual	Yes	Were the minutes of the consultatory board approved by student affairs? (Yes/ to a certain extent/ no).	Holding a biannual meeting for the consultatory council with reports with the industrialists' suggestions for improving the educational process to be presented to the Deanery of Education.	40					
2	2	2	Y	Y	Y	Y	Y	Regular	Annual	2	Number of Seminars per Year.	Holding seminars that host experts in the field to introduce current students to the requirements of the labor market.	42	Providing students with the results of the studies and researches done by various sectors whether from within the AAST or outside about the labor market and the opportunities available to graduates and the skills they need to develop to guarantee a higher chance of entering the labor market.	2	2	1	1
30%	30%	30%	Y	Y	Y	Y	Y	Regular	Annual	30%	The number of students benefiting from practical training through the AASTMT.	The percentage of students participating in practical training opportunities through the AASTMT.	47	Supporting practical training opportunities, self-study, and services that provide all the skills needed for the labor market (such as networking, interpersonal, critical analysis, and leadership skills).	4	2	1	1
5%	5%	5% increase						Regular	Annual	5% increase	Percentage compared to the previous year.	The percentage of faculty members who have completed academic professional development programs.	88	Designing and implementing academic professional development programs for faculty members to guarantee progressing in their academic career, especially in the field of international research.	2	2	2	1

10%	10%	10%	Y	Y	Y	Y	Y	Regular	Annual	10%	The number of faculty members and instructors who have completed specialized maritime training programs in a year.	The percentage of faculty members and instructors who have completed specialized maritime training programs.	105	Developing faculty members' skills (qualification courses, projects, post-graduate studies, studying abroad, internal or external exchanges, reassignment to increase expertise, and returning to work on ships)	3	1	1	2
	4 scenarios	2 simulations (Plan) 4 scenarios	Y	Y	Y	Y	Y	Regular	Annual	2 simulations (plan) 4 scenarios	The number of new and updated simulations, scenarios, and added programs.	Updating and improving simulations, scenarios, and added programs.	114	Updating and improving education and training resources and aids, including smart teaching and learning methods, laboratories, simulations, a training ship, and utilizing AI and modern methods such as Augmented Reality and Virtual Reality.	4	1	1	2
75%	75%	75%	Y	Y	Y	Y	Y	Regular	Annual	75%	The percentage of industry satisfaction with education and training outputs (survey).	The percentage of industry satisfaction with education and training outputs (survey).	116	Developing an evaluation method to test problem-solving, mental, and professional skills and achieving teaching and training output goals.	5	1	1	2
	75%	75%	Y	Y	Y	Y	Y	Regular	Annual	75%	The percentage of student and trainee satisfaction with program (survey).	The percentage of student and trainee satisfaction with program (survey).	118					
	1	2	Y	Y	Y	Y	Y	Regular	Annual	2	The number of projects and consultations with specialized entities both internally and externally.	Doing projects and consultations with specialized entities both internally and externally.	120	Involving faculty members in consultation, research, and practical duties with organizations working in the field to gain experience and knowledge of labor market requirements.	6	1	1	2
	75%	75%	Y	Y	Y	Y	Y	Regular	Annual	75%	The percentage of satisfaction of organizations in the industry of the eligibility of the student or graduate to enter the labor market (survey).	The satisfaction of organizations in the industry with the eligibility of the student or graduate to enter the labor market, while providing strengths and weaknesses.	136	Following up with maritime students and graduates and keeping a database (statistics of graduate employment rates, the companies at which they work, performance reports from these companies) to evaluate the quality and rates of training and employment.	1	2	1	2
	1	1	Y	Y	Y	Y		Regular	Annual	1	The number of agreements per year.	Establishing partnership agreements with maritime companies by collaborating with international maritime relations and the IFMT	146	Utilizing Alumni databases to document connections with organizations and companies in the labor market.	4	2	1	2
	Yes	Yes	Y	Y	Y	Y		Regular	Annual	Yes	Are industry experts being involved with	Involving industry experts in	158	Connecting with the industry on an institutional basis and	4	3	1	2

										college councils and maritime institutes (Yes/ to a certain extent/ no)?	college councils and maritime institutes to guarantee revising industry opinion of decisions and development plans.		following up with the maritime graduate's evaluation, performance, and skills, learning their strengths and weaknesses, and constantly working to conform with international labor market requirements to include them in future educational plans for graduates.				
5%	4 5% increase	Y	Y	Y	Y	Y	Regular	Annual	4, 5% increase	The number of visits per year	The visits exchanged with main industry partners	162	Forming a committee to study maritime sector competitiveness compared to competing regional centers and create a promotion and marketing plan for the AASTMT's maritime services that show the new launch and the new approach to education, training, and qualification services	5	3	1	2
75%	75%	Y	Y	Y	Y		Regular	Annual	75%	The percentage of programs and training and educational seminars that have been held throughout the year out of the total accredited seminars.	Implement internationally accredited seminars and TOT programs.	165	"For the AASTMT to be a distinguished center of providing excellent maritime programs and specializations to match the 4th and 5th industrial revolutions '"	1	4	1	2
1	2	Y	Y	Y	Y		Accumulative	Plan	2	The number of programs and seminars that the AASTMT has implemented or participated in.	Signing agreements and contracts with global accreditation entities to implement or participate in implementing TOT programs and seminars.	166	"For the AASTMT to be a distinguished center of providing excellent maritime programs and specializations to match the 4th and 5th industrial revolutions '"				
1	2	Y	Y	Y	Y	Y	Regular	Annually	2	The number of student initiatives and community participations to increase a sense of belonging to the community	Encouraging and motivating the AASTMT community and all employee sectors in community service on a consistent basis and encouraging interacting with national events.	229	Supporting reciprocal interaction between the AASTMT and the community which includes exchanging experiences and know-how that benefit both parties and directly contribute to societal growth.	4	3	1	4
Updating the role of AASTMT training and consultations to fulfil societal responsibility.															2	1	4
1	2	Y	Y	Y	Y	Y	Regular	Annually	2	The number of events in a year.	Holding events (workshops- debates- forums) for the partnerships between the AASTMT and various organizations and universities to demonstrate the benefits of these partnerships to	314	Participating in local, regional, and international events and celebrations, and showing success stories of AASTMT projects related to training and consultation.	7	4	1	4

												students and graduates.						
Supporting the accomplishment of the Sustainable Development Goals (in their economical, societal, and environmental aspects both internally and externally)																**3**	**1**	**4**
	2	3	Y	Y	Y	Y	Y	Regular	Plan	3	The number of campaigns and initiatives.	Launching campaigns and initiatives by the AASTMT that support the 2030 SDGs on AASTMT campuses.	317	Adapting the AASTMT's strategy to conform with the UN's 2030 SDGs	1	5	1	4
	1	1	Y	Y	Y	Y	Y	Regular	Plan	1	The number of campaigns per year.	Launching general awareness campaigns among AASTMT students and employees which demonstrate values such as respect, preserving the environment, and cleanliness.	321	Implementing environmental and societal awareness campaigns and participating in developmental projects internally and externally to achieve the SDGs in the surrounding community.	3	5	1	4
	1	2	Y	Y	Y	Y	Y	Regular	Plan	2	The number of initiatives per year.	Launching initiatives by the AASTMT to save water and energy and recycle.	322	Updating AASTMT campuses to be sustainable and green through implementing relevant standards and regulations such as (saving water and energy, switching to clean, renewable energy, and recycling).	4	5	1	4
Involving faculty members through their colleges or institutes or special units.																**4**	**1**	**4**
	1	2	Y	Y	Y	Y	Y	Regular	Annually	2	The number of visits in a year.	Making student visits to support hospitals, shelters...etc throughout each semester.	331	Participating in providing community and charitable services such as hospitals, orphanages, and charities	8	6	1	4

Fifth Strategic Goal: Maintain Regional and International Leadership.

This goal reflects the college's desire to be the leading college, regionally and internationally, in providing internationally accredited scientific programs. To achieve such goal, the college relies on several means of international cooperation as follows:

International accreditations, protocols, partnerships, international student training, student exchanges and funded research projects.

Implementation responsibility			Implementation period						Benchmark	Quantitative performance indicator (measurement method)	Performance indicators/initiatives		Strategies	Series	Strategy groups number	Sub-goal number	
Latakia	Sharjah	Alexandria															
International standing																**1**	**5**
International standing and interaction with the international maritime community															**1**	**1**	**5**

1	3	Y	Y	Y	Y	Y	Normal	Annually	3	Number of activities implemented during the plan's duration.	Implementation of maritime activities as per the set plan.	152	Implementing and hosting international maritime activities with reputable international maritime institutions and universities	2	3	1	2
1	1	Y	Y	Y	Y	Y	Normal	Annually	1	Number of activities implemented with international entities during the plan's duration.	Number of maritime activities implemented with external entities.	153					
1	1	Y		Y			Normal	Annually	1	Number of new partnerships with international maritime universities during the year.	Form new effective partnerships with international maritime universities.	154	Strengthen partnerships and form new ones with distinguished international universities, particularly maritime universities by exchanging experiences, students, faculty members, joint programs, research and joint research.	3	3	1	2

Design and implement programs and mechanisms that guarantee the availability of the international dimension in educational services, scholarships and initiatives that the AASTMT provides. Reinforce international relations														2	1	5
10%	10% increase.	Y	Y	Y	Y	Y	Normal	During the plan's duration	10% increase.	Number of educational and training programs with international maritime accreditations.	Apply/renew of international maritime accreditations for educational and training programs.	128	Conduct studies to develop current international accreditations in the AASTMT and strive to attain new accreditations based on market needs	8	1	1	2
1	1	Y	Y	Y	Y	Y	Normal	Annually	1	Number of participations in different activities in the maritime sector with international maritime entities.	Participate in different activities in the maritime sector with international maritime entities.	148	Develop and sustain the AASTMT's role in international maritime forums (such as WMU, IMO, ICS, BIMCO, IMLI, IMLA, IAMU)	1	3	1	2
1	1	Y	Y	Y	Y	Y	Normal	During the plan's duration	1	Form/renew at least one program.	Form academic relationships with international universities, with the aim to provide joint or dual bachelor's degrees in different fields.	175	Form academic relationships with international universities, with the aim to provide joint or dual degrees	4	2	1	3

													in different fields.				
100%	100%	Y	Y	Y	Y	Y	Normal	Annually	100%	Obtain/renew all program accreditations in the college.	Apply/renew educational program accreditations for bachelor studies from international institutions.	185	Obtain international accreditations for all fields in the AASTMT.	5	2	1	3
1	1	Y	Y	Y	Y	Y	Normal	Annually	1	Number of implemented protocols and agreements concerning faculty exchange programs.	Form and implement faculty exchange agreements with international colleges and universities.	190	Form international partnerships with international universities that allows them to send their students and faculty members to get acquainted and benefit from their stay in the AASTMT.	10	2	1	3
1	2	Y	Y				Normal	During the plan's duration	2	Number of programs prepared and approved.	Prepare and approve programs with online degrees for foreign universities that have already signed agreements with the AASTMT.	205	Strive to reach an agreement with international universities that have already signed agreements regarding online programs, fully or partially, until the student obtains the certificate and strives to obtain accredited programs.	4	1	2	3
1	2	Y	Y				Normal	During the plan's duration	2	Number of programs implemented.	Implement programs with online degrees for foreign universities that have already signed agreements with the AASTMT.	206					

Reinforce African and Asian relations														3	1	5
Yes	Yes	Y	Y	Y	Y	Y	Normal	Annually	Yes	Was an educational plan developed? (Yes/to some extent/no).	Develop an educational plan for programs to suit the international education industry.	204	Strive to overcome the problem regarding the program's duration, undergraduate or postgraduate, to suit what is offered in competing countries.	3	1	2	3
1	2	Y	Y				Cumulative	During the plan's duration	2	Number of programs prepared and approved.	Prepare and approve programs with online degrees for foreign universities that have already signed agreements with the AASTMT.	205	Strive to reach an agreement with international universities that have already signed agreements regarding online programs, fully or partially, until the student obtains the certificate and strives to obtain accredited programs.	4	1	2	3
1	2	Y	Y				Normal	During the plan's duration	2	Number of programs implemented.	Implement programs with online degrees for foreign universities that have already signed agreements with the AASTMT.	206					
1	2	Y		Y			Cumulative	During the plan's duration	2	Number of plans offered during the plan's duration.	Offer academic programs with joint degrees with African and Asian universities	212	Offer selected Academic programs in Africa and Asia that allows student and faculty exchange and plays an indirect role in marketing the AASTMT and enhancing its international leadership.	7	1	2	3
5%	5% increase.	Y	Y	Y	Y	Y	Normal	Annually	5% increase.	Percentage of accredited programs during the year compared to last year.	Increase the number of accredited programs in African and Asian countries that document their certificates in the AASTMT.	213	Form a team to fulfill the requirements of the Ministry of Education and African universities regarding the programs that the AASTMT offers in a manner that facilitates student enrollment in such programs.	8	1	2	3

Third: Supporting Strategic Enablers

The college can achieve its strategic goals by reinforcing the following four enablers:
1. Intellectual capital.
2. Digital transformation.
3. Administration and governance.
4. Financial efficiency.

Intellectual capital

Fiancial efficiency

Supporting Startegic Enablers

Digital transformation

Administration and governance
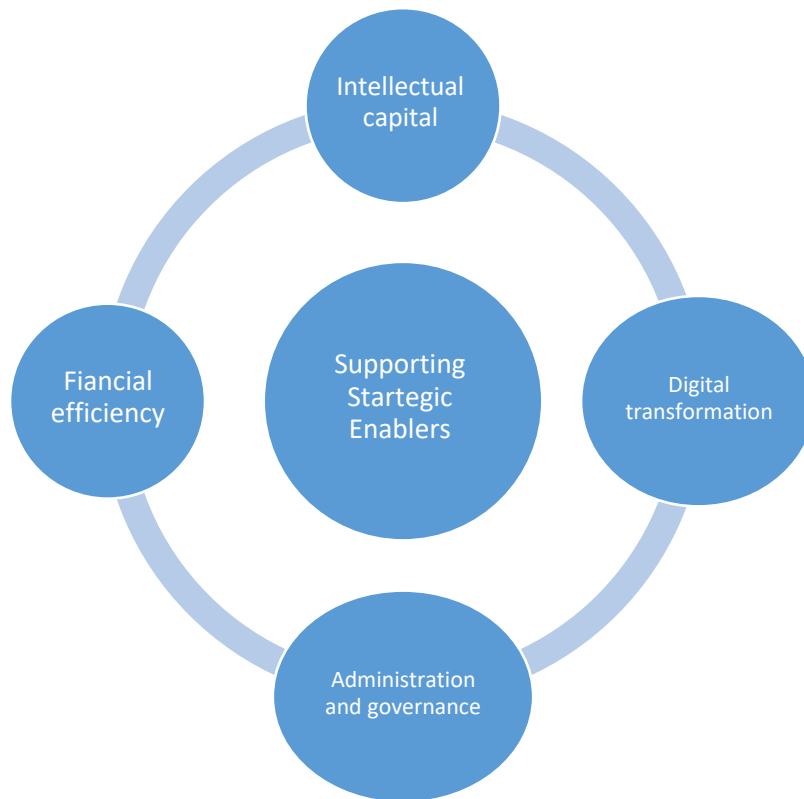
Fourth: Strategies and performance enablers that the college benefits from and is used for measurements outside of it in different fields in the AASTMT.

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Strategic Enablers

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First Enabler: Intellectual capital

The college achieves its strategic goals by attracting, retaining and developing intellectual capital that is willing and capable to achieve excellence in the college's performance.

It ascertains the college's keenness on success over the past years via developing intellectual capital and level of occupational efficiency. Furthermore, the college enjoys a distinguished reputation as an attractive place for human resources; aware of the drastic changes in the characteristics of human-power of the college.

The college invests human-power through:

■ Advanced human development programs.
■ Advanced methods of recognition and rewards.
■ Human resources support and development programs.
■ Training programs for professors, students and staff members; each according to the nature of its role in the educational process to suit the post-Covid era. As for faculty members, the purpose of such programs is to qualify faculty members to a suitable level in remote educational technologies and produce digital content. As for students, they are trained to prepare for the surrounding environment they reside in at the present time, as well as personal appearance and behavior. As for staff members, transformative training programs are designed to qualify them for the nature of their work, and master information technology methods and its applications in education.

Expected Role in the Development of the Intellectual Capital Enabler

The intellectual capital enabler contributes to achieving the strategic goals via:

Establishing a strategic inventory bank of human competencies and merits in the college.

Activities and initiatives that implement some aforementioned sub-goals, such as:

Duration	The suggested team	Activity
6 – 8 months	A team with an external expert and intellectual capital experts from the AASTMT (Includes	Research and update career paths of the various categories of the college's systems, accommodation requirements, promote different occupational categories and develop systems

	several staff members and administrative demonstrators who are dedicated to this task during the implementation period)	Develop existing performance evaluations systems and replace them with a management system The performance management system operates effectively to measure weaknesses to rectify them, strengths to develop and benefit from them, all to develop the human capital of the AASTMT.
	An organizational unit specialized in such a task shall be formed within the framework of managing the development of intellectual capital in the development of intellectual capital affairs	Develop, implement and maintain a succession planning system that allows for choosing future leaderships and protects the college from any potential regressions (at the college's level).
	An organizational unit specialized in such a task shall be formed within the framework of managing intellectual capital information systems in the development of intellectual capital affairs	Update intellectual capital information systems in a manner that serves and supports the proposed talent and occupational succession system (Talent Management Database)

Set the necessary policies to implement and support material and moral assessment programs for outstanding human resources through:

■ Design several awards for excellence in services and achievements, under the condition that these awards are to be related to the strategic goals and sub-goals of the college in different fields and in a manner that complements the aforementioned performance measurement system's KPIs.

■ Develop the college's promotion system to reflect the prevailing international developments in higher education.

■ Increase material support and allocate annual budgets for training programs and resource development.

■ Announce promotion opportunities and procedures in a transparent manner to all human competencies in the administrative, professional and specialized organization.

■ The shift towards profitable and serviceable management at the same time by providing additional paid services or external support for events and activities provided from the intellectual capital, in collaboration with research project scholarships.

■ Achieve balance between teaching, research and educational services from the college workload model, in addition to mainstreaming a culture that determines administrative burdens and relevant activities of administrative staff. This should be applied through an electronic model that relies on daily, weekly and monthly reports.

■ Conduct periodic surveys of the intellectual capital regarding the work environment in the college through an advanced digital system. Then, the results of this survey must be translated into practical programs to rectify any performance shortcomings.

Resume supporting and developing administrative and leadership skills to meet the requirements of the strategic plan.
This requires the following:
■ Continuous support of faculty members, leadership positions and the administrative entity to ensure excellence and strategic digital transformation.

■ Continually offer training programs that strengthen loyalty and the sense of belonging of the college's human resources.

The Second Strategic Enabler - Digital Transformation

A Digital College achieves an outstanding competitive standing

The college's administration believes that digital transformation plays a vital role in attaining leadership in higher education. To add, the college believes that digital transformation is not limited to the educational and research dimensions. It includes all aspects of the college's performance. Based on this, the strategic plan takes into account the importance of establishing and developing the necessary infrastructure to achieve the college's digital transformation during the plan's duration. Furthermore, the college's administration believes that digital transformation does not apply to one semester only. Rather, it includes all buildings and administrations of the college and its branches in a continuous regular manner. This continuity ensures effective communication and better performance for faculty members, students and administrators.

Expected role of the Digital Transformation Enabler

The college can achieve a competitive standing and support the working environment for faculty members, students and staff members during digital transformation through:

■ Smart learning.
■ Smart scientific research.
■ Smart infrastructure and smart campus.
■ Smart Effects.
■ Smart governance.
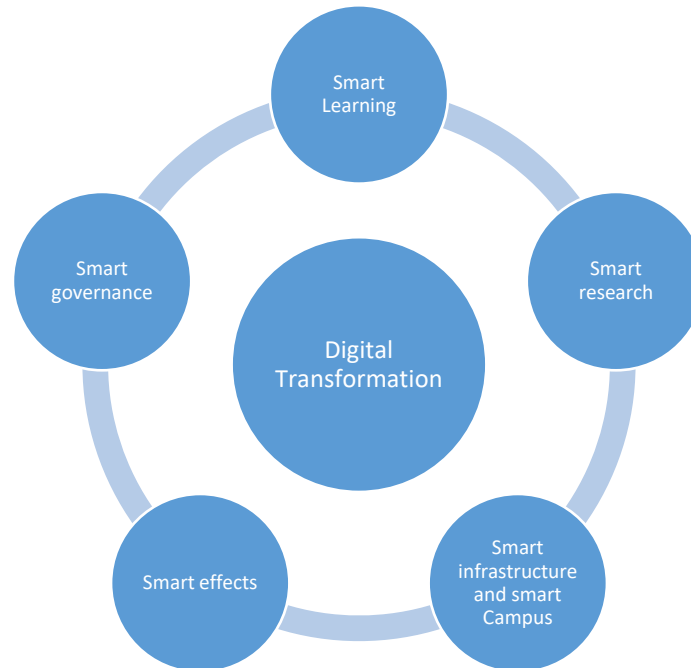
Smart Learning

■ Smart classroom hardware and software.

■ Virtual labs to support e-learning.

■ Prepare and implement digital educational programs using interactive multimedia.

■ Reinforce the use of video conferencing in classrooms and labs.

■ Complete reliance on LMS to support e-learning.

■ Automate the management of paperwork related to education and student and staff workflow, especially the automation of relevant quality assurance processes and documents.

■ Automated supporting systems relevant to education, such as attendance and absence management systems.

■ Use smart chatbots in academic advising.

■ A repository that houses curricula for all branches.

■ Technological systems to track performance and collect feedback and comments.

■ Enable access to an expanded collection of publications and research papers through libraries.

■ Automate the formation of interdisciplinary research groups and research profiles.

■ Automate the enumeration of relevant funding opportunities, grants and automated distributions of the deadlines of such grants based on research profiles.

■ Information systems to manage the planning and spending of research funds. Form a repository based on the college's research results. This is not limited to research projects, theses and dissertations.

■ Information system to manage and enable the transfer of technology, intellectual property and industry.

Smart infrastructure and smart campus.

■ Transform old utility infrastructure into a controlled and monitored form that relies on smart measurements, sensors and smart systems to collect waste, enabling efficient energy consumption and control.

■ Modify all electromechanical equipment to be controllable and monitorable through BMS.

■ Reinforce the network infrastructure to enable the internet of things applications, achieve integration and connectivity between all systems and provide controllable internet bandwidth and Wi-Fi coverage everywhere.

■ Live tracking of assets, tracking applications and smart and secure access control.

■ Create a safe green environment through supporting information technology systems for detecting disasters, warnings, renewable energy sources, monitoring air pollution, fire alarms and surveillance.

The following table demonstrates one of the most vital strategic enablers: Digital transformation (smart learning) activities, initiatives and relevant performance indicators

that the college can measure.

																	Strategic enablers
																	The second strategic enabler - digital transformation
																	Smart learning
10%	Y	Y	Y	Y	Y		Normal	Annually	10% increase.	Number of classrooms transformed during the year	Transform classrooms into smart classrooms (Hardware and software).	407					Smart classroom (Hardware and software).
1	Y	Y	Y	Y	Y		Normal	Annually	1	Number of virtual labs transformed during the year	Establish a number of virtual labs to support e-learning.	408					Virtual labs to support e-learning.
10%	Y	Y	Y	Y	Y	Y	Normal	Annually	10% increase.	Percentage of curricula transformed into electronic curricula	Contribution of e-learning to achieving the plan's goals	409					

	Y	Y	Y	Y	Y	Y					compared to last year.							
75%	Y	Y	Y	Y	Y	Y	Normal		75%	Percentage	**Percentage of student satisfaction with e-learning (survey)**	410						
4	Y	Y	Y	Y			Normal	Annually	4	Number of digital educational programs (using interactive multimedia).	Prepare digital educational programs (using interactive multimedia).	411						Prepare and implement digital educational programs (using interactive multimedia).
2	Y	Y	Y	Y	Y		Normal	Annually	2	Number of classrooms and labs that support video conferencing.	Use video conferencing in classrooms and labs.	412						Reinforce the use of video conferencing in classrooms and labs.
85%	Y	Y	Y	Y	Y	Y	Normal	Annually	85%	Percentage of curricula that use LMS	Complete reliance on LMS to support e-learning.	413						Complete reliance on LMS to support e-learning.
20%	Y	Y	Y	Y	Y	Y	Normal	Annually	20% increase.	Percentage of automated paperwork compared to last year.	Automate the management of paperwork related to education (Student and staff workflow).	414						Automate the management of paperwork related to education and student and staff workflow, especially the automation of relevant quality assurance processes and documents.
20%	Y	Y	Y	Y	Y	Y	Normal	Annually	20% increase.	Percentage of progress in the automation of supporting systems compared to last year.	Implement automated supporting systems relevant to education, such as attendance and absence management systems and academic advising.	415						Automated supporting systems relevant to education, such as attendance and absence management systems.
50%	Y	Y	Y	Y			Normal	Annually	50%	Percentage of Chatbot usage	Use smart chatbots in academic advising.	416						Use smart chatbots in academic advising.
25%	Y	Y	Y	Y	Y		Normal	Annually	25% increase.	Percentage of curricula compared to last year.	Percentage of curricula with unified digital educational content	417						A repository that houses curricula for all branches.
75%		Y	Y	Y	Y	Y	Normal	Annually	75%	Percentage of use of performance monitoring systems	Develop and activate technological systems to track performance and collect feedback and comments.	419						
75%	Y	Y	Y	Y			Normal	Annually	75%	Percentage of performance and efficiency	Improve performance and efficiency based on the activation of technological systems that monitor performance (survey)	420						Technological systems to track performance and collect feedback and comments.
75%	Y	Y	Y	Y			Normal	Annually	75%	Percentage of e-learning quality to performance	Improve the quality of e-learning based on the activation of technological systems that monitor performance.	421						
75%	Y	Y	Y	Y			Normal	Annually	75%	Percentage of faculty/staff development	Percentage of faculty/staff development based on the activation of technological systems that monitor performance.	422						

■ Support IT for recycling.

■ Apply AI tools in the management and control of resources.

■ Automated system to communicate with staff within the campus.

■ Automate the management of student and staff services such as housing, nutrition, clinics, tracking buses and a smart parking assistant system.

■ Use an application/platform of on-campus services that rely on locating staff and students, location of setting services, geographic information system, enabling multimedia, augmented reality and smart logistics.

Smart Effects

- Prepare digital media for social literacy in computers. For example, this can be done through simplified online courses and training courses.
- Provide online consultations and cooperation with private and public companies.
- Establish a presence on the internet through the automated publication of news on websites and social media, in addition to analyzing the most effective advertising methods that target all categories.

Smart Governance

This includes utilizing the best tools and practices in the affairs of personnel management affairs, budget, procedures, registration, board and committee meetings, assemblies, meetings, preparing reports, data representation, etc...

To implement smart governance in the college, the following must be achieved:

- Continuous development of the college's information system to comply with the changes in the work's systems and internal regulations.
- Redevelop systems with the latest methods so that the information systems become a suitable infrastructure to build supporting decision-making systems, document cycles, digital archive, mobile applications, smart services applications, e-payments and smart wallet system.
- Expand the application of digital archiving to preserve vital documents electronically. This provides a place to store such documents with the lowest costs and greater retrievement speeds.
- Complete the automation of document cycles for staff/students by creating a correspondence/application form (through a web system, where the application goes through the necessary approvals until its implementation).
- Continuous development of mobile applications and smart services in the college for students and staff.
- Continuous development of the college's website, following the standards of international standings and using the latest technologies to support the college's presence through search engines and advance in the global ranking of universities.

The Third Strategic Enabler - Management and Governance

Maximize performance and success of the college, represent all staff of the College of Maritime Transport fairly and ensure legal and ethical compliance with administrative practices and responsibility.

The management and governance enabler is the foundation of the current aforementioned strategy. The college strives to:

- Prepare an organizational climate that supports, grows and attracts outstanding intellectual capital and its development in a manner that ensures that the college would thrive and maintain its local and international reputation.

- Focus on implementing the concept of empowerment to allow staff members to improve professional performance, including response speed to simultaneous environmental changes.

- Support investments in organizational leaderships that are capable of meeting the performance requirements of the college.

The expected role of management and governance
Human resources contribute in achieving the strategic goals via:

1. **Creating an effective organizational culture**

– Ensure the understanding and assimilation of the goals, the strategic vision and the governing values in the college, including spreading said values among relevant parties.
– The college's leadership believes in institutional development and adheres to its decisions relevant to regulations and decisions issued by executive officers.
– The college employs mechanisms to issue, approve and adjust programs and curricula through the higher councils in the AASTMT, which include relevant responsibility centers in the AASTMT.
– Ensure the transformation of organizational values into practical contributions and actions that achieve the strategic goals of the college.
– Emphasize organizational citizenship and concern for the common good rather than the private good.
– Emphasize rationalizing spending and increasing efficiency as an applicable concept in all of the college's units and activities.

Empowerment

– Apply administrative programs to increase human-power integration and its interaction with the college's strategic goals.
– Design and implement programs to integrate life and work.

- The deanship's relationship between the AASTMT's presidency and key entities is characterized by clarity and transparency through periodic meetings, staff meetings, periodicals and constant publication and updating of news on the AASTMT's website.

Leadership and governance

- Develop strategic plans for sectors such as educational affairs, research, student affairs and supporting departments and ensure their integration with the general plan. This aims to put implementable plans that align with the college's plan.

1- Issue regulations governing work and circulate them on responsibility centers so that decisions can be made to solve them in their levels without the need to escalate them. This should come hand in hand with the development of monitoring and accounting mechanisms, which aims to release a guide regarding "regulations and decision-making parameters."
2- Implement a unified quality system in all branches, achieving the college's strategic goals and ensuring the commitment of the organizational units to apply said system.
3- Prepare the college to apply for ISO "Environmental management systems 14001" and adopt activities and events that increase security and safety in the college by obtaining ISO 18001 OHSA

The Fourth Enabler- Financial Efficiency

The AASTMT's financial efficiency does not aim for short-term goals. Rather, it focuses on long-term strategic goals. This enabler comes at a critical time in the AASTMT's history, where the achievement of the college's strategic goals demands the transformation into a new financial world under the conditions of the corona pandemic. This puts a greater burden on the AASTMT to achieve efficiency. The main source of strength for the college comes from its ability to maximize the value generated from the optimal use of the AASTMT's financial resources.

Upon examining the AASTMT's financial efficiency, we don't regard it as a method for short-term gains. Rather, our perspective comes from the reality of the strategic effect of financial efficiency as a fundamental supporting aspect to achieving the college's strategic goals and ensuring local and regional excellence.

Considering financial efficiency, the following should be taken into account:

- Updated and accurate information regarding the college's operational costs must be provided in accordance with internationally recognized accounting and financial standards. This entails all organizational units in the college, which helps assess the financial efficiency of each unit and optimal use of current and projected financial resources.
- Data regarding operating costs must be transparent.
- Conduct comparisons with the best practices in higher education regarding financial efficiency.

- There is an urgent need to simplify, sequence and improve internal operations as the college's financial priority through emphasizing the shared services that the AASTMT offers.
- Maximizing the benefit of outsourcing through strengthening mutual relations with successful partnerships outside the college to provide services that increase the college's financial efficiency.

Expected role of the financial efficiency enabler
Transparency and efficient use of information
- Provide clear data regarding operating costs for all activities. This increases the college's administration's ability to achieve financial efficiency with available funds. This requires the integration of intellectual capital management, financial management, information systems management, supply management, college facilities management and student affairs management. This kind of integration achieves a better position for the college's management regarding operational costs. This makes comparisons with the best practices in higher education and Egypt and outside of it much easier.
- The most important result from this integration is the ability to create a sectoral matrix (for each previous sector) that demonstrates progress in each sector with regard to financial efficiency.

Performance optimization, simplification and standardization
- When it comes to providing joint services and non-academic services for the college, it is important to be clear regarding the college's internal processes. This requires the college's leadership to set the priorities of the activities, in addition to standardizing these activities and administrative and operational priorities.
- It is empirical for the college to adopt a long-term view when implementing financial efficiency initiatives, so long as it remains within the college's strategic vision. In other words, financial efficiency initiatives must maintain the effectiveness of the academic performance without disrupting the quality of education and learning that the college's leadership aims to maintain. Within this framework, each organizational unit must design operational programs that include financial efficiency initiatives in a manner that maximizes the benefits of funds allocated, and reduce redundancy and inefficiency.

Outsourcing to raise the efficiency of financial performance
- Outsourcing can directly and effectively increase the college's financial efficiency through quality services in all of the AASTMT's fields. This requires relevant college management to evaluate the effectiveness of outsourcing contributions periodically and determine the reliability of outsourcing as a strategic partner.

<h1 align="center">Institutional capacity</h1>

First: The main branch in Alexandria

Within the framework of the AASTMT's general policy, the College of Maritime Transport and Technology has a sufficient number of classrooms, aligning with the quality system as the number of students does not exceed 20-23 students. This means that schedules don't past 2 PM and give students 2-day vacations (Friday and Saturday). Below are the capabilities of the college in the main branch in Alexandria:

- 74 classrooms with a capacity of 23 students (42 are air-conditioned), equipped with projectors and data shows.
- 2 large classrooms with a capacity of 60 students each. (Air-conditioned)
- A large conference and seminar room with a capacity for 100 individuals, air-conditioned, contains a computer and a fixed projector.
- A meeting room for the faculty board, departments, and advisory boards with a capacity of 32 individuals, air-conditioned, contains a computer and a fixed projector.
- 2 computer labs with 25 computers, projector, printers, scanners and the ability to connect to information centers and the world wide web.
- The latest simulator (electronic maps, handling of liquid cargo, maritime radar, ARPA and machine room simulator) was constructed in mid-2014, making the College of Maritime Transport and Technology the leading college in maritime education and training in the Arab, African and international levels.
- High voltage training room simulator
- The college has a library with the latest devices connected to the internet, the main library of the AASTMT and its database, the main library in Abu Quer and the secondary library in the Miami branch. All this is available during the day for college students. They are air-conditioned, supplied with the best tools of access and convenience, devices connected to the internet and a digital library. Furthermore, the college provided wireless LAN so that students can connect to the world wide web within the college's buildings.

The College of Maritime Transport and Technology has the following departments:

- Maritime Engineering Studies Department
  - Maritime Transport Technology Department
    - Maritime Engineering Technology Department
- Special Courses and Simulators Department
- Leadership Education Department.
- Sports Education Sciences Department.
- Administrative Follow-up Department.
- Information Technology Department
- Discipline Department.

Maritime Engineering Studies Department

The Basic Maritime Studies bears the responsibility of maritime education and training and increase the students' competence through developing their knowledge, behavior and skills to qualify them in different sectors of maritime transport as deck officers, based on international safety standards related to qualification and accreditation and based on the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (78) and its amendments.

Maritime Transport Technology Department

The Maritime Transport Department keeps pace with the rapid development of maritime transport by preparing curricula and specializations that prepare graduates to work in commercial ships and different maritime sectors. The department offers a number of specializations that are prepared and updated periodically to keep pace with the rapid and continuous development of maritime transport as follows:

• Maritime Safety and Environment Protection

- Offshore Operations Technology
- Shipping and Port Operations
- Maritime Technology

Maritime Engineering Technology Department

The Maritime Engineering Technology department offers technical content for a number of specializations related to maritime, mechanical and electrical engineering. The maritime engineering and maritime electrical engineering programs are primarily concerned with the operation and maintenance of steam engines, diesel engines, auxiliary machines and refrigeration units. Complete coordination between theoretical study and practical experience onboard ships, labs and workshops in the College of Maritime Transport and the AASTMT. This comes in accordance to the latest requirements to international safety standards related to qualification and accreditation and is based on the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (78) and its amendments.

The department also prepares maritime personnel for on-board ship staff through the preparatory studies program to complete qualification certificates as per the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (78) and its amendments (Manila 2010) and the Egyptian ministerial decree 221/2013. As follows:

- Marine Engineering Technology.
- Marine Electrical Technology.

The department offers educational and training services through short courses in different fields in maritime transport, whether it is on-site, in the AASTMT in Alexandria, or in its branches.

Special Courses and Simulators Department

The College of Maritime Transport offers tailor-made courses and programs, through special courses and simulators to serve the maritime transport field through developing trainees' perceptions, behaviors and skills. The department offers tailor-made courses and simulators in short courses in the field of maritime transport for all staff on the operational and management levels on board the ship, ports and petrol stations. These courses include (general maritime courses, maritime

management courses, inspection courses, operating and repairing diesel machines courses, cargo and freight station courses, maritime treaties and inceptions courses, maritime charters and insurance courses, simulation courses and operating petrol platforms courses).

The department's simulator center consists of:

1. Bridge room simulator

It consists of 20 multi-purpose command rooms that meet the requirements of section B - I/12 of the training standards, issuing certificates and shifts in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (1978) and its amendments. In addition to the standardization requirements from the International Maritime Organization. Provide simulators on the operational and management level, in addition to evaluating trainees and issuing the certificates.

2. Full Mission Engine Room Simulator

3. High Voltage Training Room Simulator

This provides training on different ships and the latest propulsion systems in their various types as per the amendments of the International Convention on Standards of Training,

Certification and Watchkeeping for Seafarers that adopted the A category from the DNV. The simulator provides operational training for newly experienced engineers and advanced training on the managerial level in the machine room, in addition to evaluating trainees and issuing the certificates.

4. Liquid Cargo Handling Simulator (TRANSAS 5000)

Specializes in training crew members on liquid cargo carriers, tankers and gas stations, in addition to personnel responsible for the safe handling of goods, the operation of assisting equipment and issuing certificates.

Devices and laboratories

1. Radar equipment, meteorological instruments, navigational devices.
2. Simulator devices (Ship's wheel, tanker operation, radar, Planetarium, fire resistance).

3. Integrated simulator complex (Includes ship and aircraft simulator and oil pollution control).

4. Float crafts and includes Aid 4, a training ship, Mars training winch (payload of 30 tons), 2 training winches (the Academic 1 and the Academic 2), Venus radar winch, 40 training boats and a training yacht.

5. Laboratories (Physics and Chemistry labs, radio and electronics lab, radar lab, maritime arts and signs lab, maritime radio station, maritime and electronics repair lab, engineering workshops (diesel workshops, maritime engineering workshops, cutting and metalworking workshops and welding and plumbing workshops), operating maritime devices and electronics lab, computer lab, compass lab, remote control lab and electrical devices lab.

6. Hydraulic lab, shipbuilding and material testing lab, heat and thermal machines lab and metal cutting, brazing and welding workshop.

7. Maintenance, repair and operation station.

8. Maritime diesel station.

9. Computer engineering labs

10.   High voltage lab

In addition to the following programs:

  - Meteorology and hydrography program.

- The Diving program.

Meteorology and Hydrography Program.

 The program was established in November 1995 under the College of Maritime Transport. Its mission is to provide training courses, workshops, and conferences and provide technical assistance with meteorology. In March 1996, the program was recognized as an observer member of the Arab Committee for Meteorology and its sub-committees in the Arab League. The program attends its periodical meetings. The program participates in the World Meteorological Organization as an observer.

In December 2013, hydrographic studies were added to the program under the title "Meteorology and hydrography program". The program was developed even further to house a number of different specializations that attract experts in the Arab region and African countries that address environmental issues, climate change and maritime navigation, such as maritime forecasts, hydrography, petrol geology and geographical information systems. The program updates its curricula continuously and ensures the use of the latest technologies to create the best learning environment for trainees and cater to the learning goals that meet market needs.

The Diving Program

The program has been operational since 1993. It prepares qualified divers who play a pivotal role in the maritime industry. The program offers tailor-made courses in commercial and tourist diving and other underwater tasks.

1. The Commercial diving:

Ever since its inception, the diving department in the AASTMT studied all international systems and chose the best one for application in Egypt and the Arab world. This system is the British system, administered by the H.S.E, affiliated with the British Ministry of Labour.
The diving program joined the International Diving Schools Association (as an honorary member) in 1998. The association offers and issues curricula for the implementation of

commercial diving in all specialized schools all over the world, including the AASTMT's diving program that commits to these curricula and legislations in its courses.

Currently, the program has been accredited by the Egyptian Authority for Maritime Safety, the governmental entity responsible for the accreditation of all maritime professions in the Arab Republic of Egypt.

2. Tourist diving:

The Arab AASTMT for Science, Technology and Maritime Transport diving program joined one of the most reputable international federations, CMAS and PADI. Furthermore, all trainers were qualified by these federations. As such, the certificate the trainee diver gets qualifies him/her to work locally and internationally.

- **Continued Institutional capacity**

Second: Classrooms in the Sharjah branch - United Arab Emirates

- 19 classrooms with a capacity of 25 students each, supplied with an interactive screen and a whiteboard.

- 2 large classrooms with a capacity of 60 students each.

- A large conference and seminar room with a capacity for 100 individuals, air-conditioned, contains a computer and television for presentations.

- A meeting room for the faculty board, departments, and advisory boards with a capacity for 11 individuals.

- 2 computer labs with 25 computers, an interactive screen and a whiteboard. Physics labs, chemistry labs and maritime labs are also present.

- An integrated maritime simulator, maritime safety center, firefighting center and maritime engineering workshop

- The college has a library with the latest devices connected to the internet, the main library of the AASTMT and its database. All this is available during the day for college students. They are air-conditioned, supplied with the best tools of access and convenience, devices connected to the internet and a digital library. Furthermore, the college provided wireless LAN so that students can connect to the world wide web within the college's buildings.

The College of Maritime Transport and Technology has the following departments in the Sharjah branch:

- **Maritime Transport Technology Department**

The Basic Maritime Studies bears the responsibility of maritime education and training and increase the students' competence through developing their knowledge, behavior and skills to qualify them in different sectors of maritime transport as deck officers, based on international safety standards related to qualification and accreditation and based on the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (78) and its amendments. It also keeps pace with the rapid development of maritime transport by preparing curricula and specializations that prepare graduates to work in commercial ships and different maritime sectors. The department offers a number of specializations that are prepared and updated periodically to keep pace with the rapid and continuous development of maritime transport as follows:

• Offshore Operations Technology

• Shipping and Port Operations

- **Marine Engineering Technology Department**

The • Marine Engineering.Technology department offers technical content for a number of specializations related to maritime, mechanical and electrical engineering. The maritime engineering program is primarily concerned with the operation and maintenance of steam engines,

diesel engines, auxiliary machines and refrigeration units. Complete coordination between theoretical study and practical experience onboard ships, labs and workshops in the College of Maritime Transport and the AASTMT. This comes in accordance to the latest requirements to international safety standards related to qualification and accreditation and is based on the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (78) and its amendments.

The department also prepares maritime personnel for onboard ship staff through the preparatory studies program to complete qualification certificates as per the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (78) and its amendments (Manila 2010), As follows:

The Martime College Students

Students of basic studies reside in buildings in the AASTMT in Abu Quer. These buildings are equipped with all amenities. Two students are housed in one room. The deanship of student affairs receives new students and distributes them to the accommodation according to the housing plan. To add, it prepares all living means such as clothing and food in coordination with relevant entities in the AASTMT. Furthermore, it is responsible for the premises, cleaning and ironing students' clothes, student mail and safekeeping their deposits.

(Residence in student housing is mandatory except for the weekly holidays and public holidays, the student is free to stay during that vacation or stay somewhere else.). Students eat their meals at the AASTMT's restaurant and the nutrition department of the deanship of student affairs provides appropriate meals to ensure the provision of healthy food.
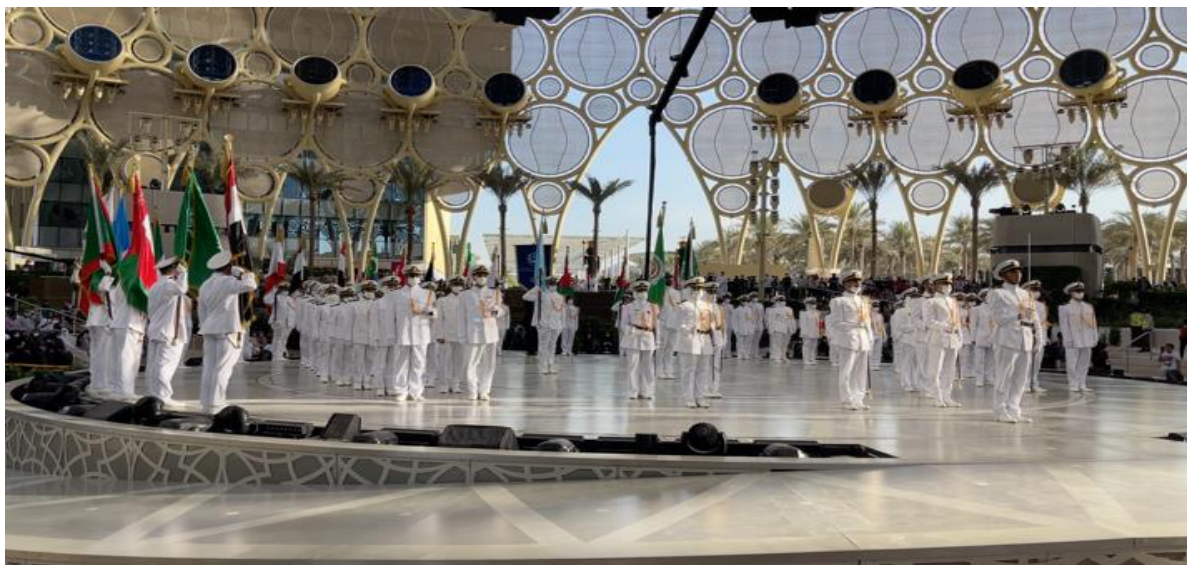
Students of basic studies at the AASTMT have their uniforms and are assigned a winter uniform, consisting of a black suit, and a summer uniform, consisting of blue shirt and blue trousers. Students are assigned a white uniform for training trips in ports as well as in official celebrations and graduation ceremonies.

Students wear uniforms inside and outside the AASTMT, taking into account that their appearance must be appropriate for their affiliation to the Arab AASTMT for Science, Technology and Maritime Transport. Furthermore, hair length is set to allow the student to wear the headdress decently.

The leader of the student groups divides the students into groups, each has a supervisor from the Department of leadership education. This supervisor is responsible for overall appearance, instilling the spirit of discipline in the students, deepening ties between them, developing their sense of responsibility, developing the habit of executing orders, preparing the students to lead small groups of students in line with the nature of the tasks that will be assigned at work at sea. Students practice various activities, in addition to physical education queues to work on raising the level of their physical fitness. Students are distributed to various sports activities and games according to their skills and hobbies.