

Tunisian Republic

**Private Higher School of Engineers
of Gafsa**

**Private Higher Education
Institution, State-approved
under N° 05-2013**



الجمهورية التونسية

المدرسة العليا الخاصة للمهندسين بقفصة

**مؤسسة جامعية خاصة مرخص لها من طرف
الدولة تحت عدد: 05-2013**

**A translated version of the strategical plan of the
Private Higher School of Engineer of Gafsa**

**Ecole Supérieure d 'Ingénieurs
Privée de Gafsa**

Private Higher School of Engineers of Gafsa : Limited Company with capital of 2000000 TND,

VAT: 000/M/A/1288848/S RC: B1747902013

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Private Higher School of Engineers of Gafsa

(PHSEG)

CEO's address

Our school plays a very important role in supplying the labor market with distinguished competencies qualified to achieve sustainable development in total harmony with the Tunisian conception and full awareness of the geostrategic changes. It also conducts various activities and events as part of its social responsibility.

Furthermore, because in PHSEG we firmly believe that strategic planning is vital for a clear vision of the future, we decided to ground our strategic plans on three basic tenets; namely, assuring good quality of its products, adhering to smart technologies and advocating sustainable innovation.

This conviction benefited for both, the local and national communities. Indeed, PHSEG contributed to raising awareness about sustainable development and served to develop the competencies of its students. Consequently, it upgraded the skills of the engineers and improved the material and logistical resources of the region.

But on top of this, PHSEG promoted the interaction between the various social categories which developed the skills of the people and enabled them to participate effectively in the economic development of the country.

Chief Executive Officer

Zouhaier Belhaj

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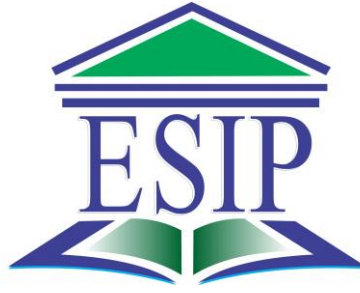
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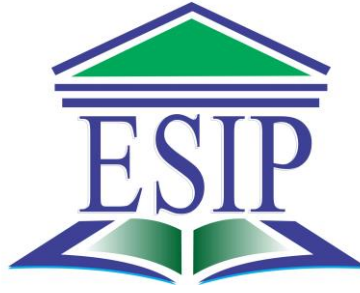
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Introduction

PHSEG is one of the Tunisian higher institutions controlled by the Ministry of Higher Education and Scientific Research. It evolves within the framework of the Tunisian aim of building a vibrant and ambitious society and a flourishing economy. For this purpose, it provides a solid institutional structure that equips the learners with performing skills. The ultimate objective would be to arm them with attractive competitiveness on the labor market. In addition, the PHSEG was established in 2013. It offers qualifications in various fields of engineering which are urgently needed by the local and national economies. It promotes the adoption of new technologies and approaches.

PHSEG strategic plan was conceived in respect of three main principles; namely, awareness raising of the importance of education, smart institutional education and continuous development and improvement of educational approaches.

This would require the implementation of teacher development programs to provide the appropriate courses to the learners and keep up with the innovative methods and techniques.

The implementation of this conception aimed to empower the teachers, the administrative staff and the students of the PHSEG. In addition, it was meant to endow Gafsa and the whole country with a highly qualified workforce.

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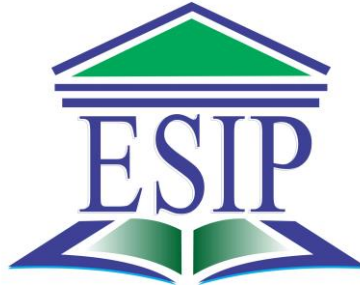
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1. Presentation of PHSEG

1.1. Foundation

PHSEG was founded on October 18, 2013 in conformity with a license number 05-2013 delivered by the Tunisian Ministry of Higher Education. It was established in Gafsa, Southwest of Tunisia. It was the first private engineering school in an area of approximately 338000 inhabitants.

Since its inauguration, PHSEG spared no effort to promote higher education in the south west of Tunisia aiming to improve the qualifications of the engineering students and upgrading the industrial workforce in Gafsa. For this purpose, PHSEG initiated partnerships with the public and private industrial institutions and drew strategies in its academic curricula for student engineers to achieve sustainable development. Moreover, PHSEG designed follow-up and monitoring programs to assess the implementation of these programs.

The school collaboration with the Tunisian ministry of higher education and scientific research (MES) can be illustrated by the visit conducted by the director of the department of private higher education at the University of Gafsa in February 2019. This official was accompanied by the President of the Order of the Tunisian Engineers. They praised the initiative of collaboration between PHSEG, the public sector and the private businesses in the South West of Tunisia. In particular, they approved the PHSEG input in terms of smart technologies teaching and accreditation programs.

1.2. Conception

PHSEG was conceived to lead in the field of computer science engineering, in academic pedagogy and in field training.

1.3. Mission

PHSEG takes on itself the following missions:

- Developing and upgrading engineering education services,
- Providing the labor market with highly qualified engineers,
- Contributing to the sustainable development of the economy of the country.

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1.4. Principles

PHSEG embraces the following principles:

- Innovation
- Intellectual creativity
- Serving the Tunisian society
- Improving the students' adhesion to academic integrity and ethics.
- Improving competitiveness of engineers in the labor market.
- Improving the efficiency of the engineers.
- Improving the flexibility of the engineers when employed by companies.

1.5. Objectives

1.5.1. Strategic objectives

Main objectives	Ways of implementing the main objectives
To enhance competitiveness of the engineers	<ul style="list-style-type: none">• Establishing the educational and academic services.• Developing the skills of high school employees and raising the efficiency of their performance.
To increase the number of partnerships with the surrounding businesses	<ul style="list-style-type: none">• Increasing the number of partnerships and developing the capabilities of the businesses surrounding the school.• Offering support services and helping to achieve sustainable community development.
To achieve spending efficiency	<ul style="list-style-type: none">• Enhancing cost-effectiveness and supporting self-resources to achieve spending efficiency.

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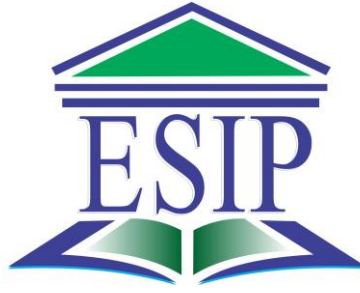
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1.5.2. Executive Objectives:

Main objectives	Ways of implementing the main objectives
Improving the quality of applicants for engineering studies	<ul style="list-style-type: none">• Organizing an open-door day to inform potential students• Providing training programs and internship in the field of computer engineering to develop students' skills.• Implementing the cyclic assessment system.
Developing educational and academic services	<ul style="list-style-type: none">• Adapting our curricula to the needs of the labor market.• Better management of the institution space...• Providing professional master's degree courses for subjects with high employability such as civil engineering.• Promoting distance learning.• Launching evening courses within the framework of life-learning for active technicians and engineers to update their knowledge and skills
Upgrading the PHSEG staff skills	<ul style="list-style-type: none">• Offering teacher development courses to keep teachers aware of the latest innovations in the pedagogic field.• Providing training programs to the administrative staff to develop their managerial skills...
Sensitizing the community to the importance of computer engineering in the economy	<ul style="list-style-type: none">• Establishing partnership with the civil society and the cultural and scientific associations in the area.• Spreading the culture of digitalization.
Implementing the school's role in social responsibility	<ul style="list-style-type: none">• Organizing field visits (secondary schools, engineering schools, factories, etc...)• Organizing sensitization events• Organizing formation and training courses for the public
Achieving sustainable development	<ul style="list-style-type: none">• Strengthening partnerships with the community• Upgrading a regular periodical maintenance system.• Strengthening the occupational safety and security systems.
Enhancing the private financial sources for PHSEG	<ul style="list-style-type: none">• Designing the training courses and the cultural events.• Providing specific professional consulting services• Attracting potential investors to the region• Achieving spending efficiency

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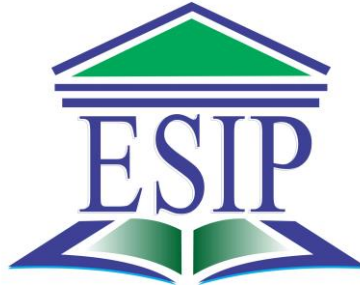
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1.6. Organizational structure of PHSEG

The main executive officers managing PHSEG are:

- The Chief Executive Officer (CEO)
- The Executive director,
- The Head of the Scientific council,
- The Head of the Computer Science Engineering Department,
- The teaching staff made of Permanent teachers, Contractor teachers and Contractor Experts,
- The Head of the Quality and Accreditation Unit,
- The Quality Control Committee,
- The Curriculum Design and Development Committee
- The Committee of Scientific Supervision of the Program Implementation,
- The Human Resource Development Committee,
- The Secretary General,
- The Caretakers,
- The Internship Department,
- The Department of Administrative and Informatics' services,
- The registrar.

Insert a diagram with the indicated titles above. Entitle it:

Figure 1. the chart of PHSEG executive officers.

1.7. Job description of the top five executives of the institution

1.7.1. The CEO

- The CEO was the founder of the project
- He is the first decision maker
- He determines the strategic long-term and short-term policies of the institution.
- He makes sure that the school excels within the academic and engineering environments at the national and international levels.

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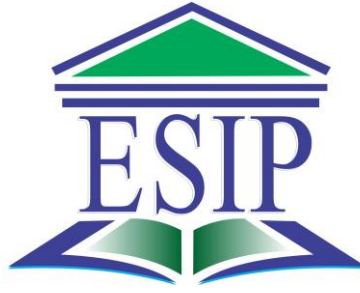
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- He guarantees the school financial survival and prosperity.

1.7.2. The Executive Director

- He manages the administrative and pedagogical tasks related to teachers such as:
 - Recruiting the permanent and contactor teachers
 - Assigning the subjects to the appropriate teachers.
 - Monitoring the good implementation of programs in terms of quantity and quality in collaboration with the head of the computer science department.
 - Implementing the strategic program of the institution and assuring the follow-up of its indicators
- Chairing the Scientific Council
- Working as head of department
- Chairing the disciplinary board.
- Executing the plans and strategies set by the CEO.
- Managing the financial affairs of the institution
- Supervising all the administrative departments in coordination with the Secretary General
- He acts as the legal representative of the institution

1.7.3. The Secretary General

- He manages the space of the institution and its maintenance
- He manages the human resources
- He manages the timetable, the holidays and the payment of salaries of the employers.
- He manages the student registrar, the computer unit, the administrative tasks, and the department of internship.
- He supervises the lessons normal progress of the lessons in terms of presence and absence of teachers and providing the pedagogical tools and equipment.

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- He maintains order within the institution by supervising students.

1.7.4. The Head of the Quality and accreditation Unit

- He supervises the quality and program development Committee and the Committee of Scientific Supervision of the Program Implementation
- He counsels all the potential adjustments related to the staff of the institution
- He suggests new ideas for organization and management.
- He secures the good management of the institution.

1.7.5. The Head of the Computer Science Department

- He assumes the pedagogical and administrative responsibilities of the computer engineering department
- He decides and implements the pedagogical policy of the institution.

1.7.6. The most important achievements of PHSEG

- The graduation of 150 engineers since 2016.
- The improvement of the of the PHSEG spaces efficiency
- The design and the implementation of 6 training courses for members of the surrounding community.
- The successful organization of 15 forums and community events.
- The successful organization of 8 training courses for the staff of PHSEG to develop their skills
- The active participation in 12 community events

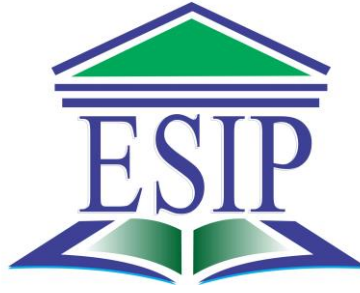
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2. Methodology of implementing the strategic plan

2.1. The opinion poll on the agreement with the proposed strategic objectives for PHSEG

An opinion poll on the agreement with the proposed strategic objectives PHSEG was conducted using a representative sample of all the stakeholders. They were asked to state whether they agree or disagree with the proposed conception, the intended mission, the main principles motivating the school. The poll included also their opinion about the strategic objectives, the strengths of the institution, its weaknesses, its potential opportunities and the possible threats for GPSE. Table 1 and figure1 show the agreement rates about the strategic plan of PHSEG.

Table 1. The agreement rate and percentage on the proposed strategic variables for PHSEG.

Strategic variables	Rate of agreement out of 5	% of agreement
Conception	4.96	99.3
Mission	4.94	99.1
Principles	4.99	100



Figure2a. The agreement percentage on the proposed conception for PHSEG.

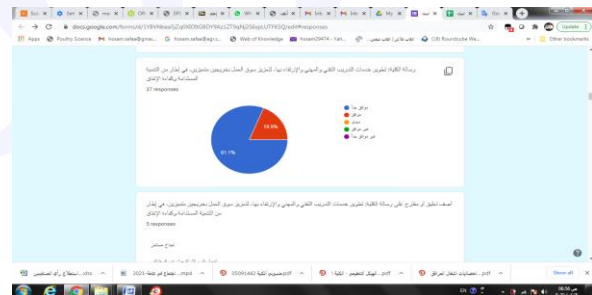


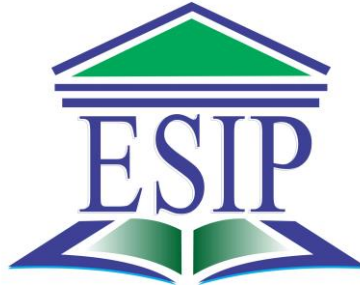
Figure2b. The agreement percentage on the proposed mission for PHSEG.



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Figure2c. The agreement percentage on the proposed principles for PHSEG.

Figure2. Pie charts showing the percentages of the stakeholders' agreement on the proposed strategic variables

Table 2. The agreement rate and percentage on the proposed strategic objectives for PHSEG

Strategic objectives	Rate of agreement out of 5	% of agreement
Appointing the academic and pedagogical services	4.98	100
To enhance competitiveness of the engineers	4.87	97.3
To increase the number of partnerships with the surrounding businesses	4.33	86.5
To provide services for the community	4.60	91.9
To achieve spending efficiency	4.15	82.9

Table 3. The agreement rate and percentage on the potential strengths, weaknesses, opportunities and threats (SWOT) for PHSEG

Variables	Rate of agreement out of 5	% of agreement
Strengths	4.75	95.0
Weaknesses	2.17	43.4
Opportunities	4.62	92.4
Threats	2.36	47.2

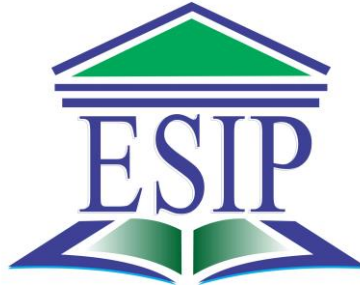
The results indicated that the percentages of stakeholders' agreement with the conception, mission, principles, were very high, ranging between 99.1 and 100%. Similarly, the agreement with the proposed strategic objectives ranged between 82.9% and 100%. However, the agreement rates with the SWOT variables showed lower values since they ranged between 43.4 and 95%. This would imply that there was a wide agreement of opinions of the stakeholders. However, there was a considerable disagreement of the stakeholders on the

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weaknesses and the threats menacing the institution which would be due to their excessive enthusiasm to the project and their belief in its success despite the possibility of existing hindrances.

2.2. The creation of committees for implementing the strategic plan

2.2.1. The Advisory Committee

Table (4) shows the composition of the advisory committee

Table 4. The composition of the advisory committee.

Title in the committee	Occupation	Name
President	CEO	Mr. Zouhaier BELHADJ
Quality manager and reporter	Quality expert in higher education institutions	Dr. Rafea SAÏDIA
Quality control of electronics in the institution	Expert in electronics and embedded systems	Dr. Osama BOUFARES
Reporter of council decisions	General secretary	Mr. Karim ELKHEDHIRI
Member	Logistics manager	Mr. Walid HAMMAMI
Member	Representative of Gafsa Phosphate Company	Mr. Redha CHALGHOUM
Member	Representative of the Southwest Chamber of Commerce	Mr. Youssef SALEM
Member	Representative of the regional branch of industry, commerce and traditional industries in Gafsa	Mr. Bilal KHALIFA
Member	General engineer, Representative of Tunisie Telecom	Mr. Malik FARHI
Member	Representative of Training and Employment Office in Gafsa	Mr. Mohammed SNEHA

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2.2.2. The Executive Committee

Table (5) shows the composition of the executive committee

Table 5. The composition of the executive committee.

Title in the committee	Occupation	Name
President	CEO	Mr. Zouhaier BELHADJ
Vice President	Director general	Mr. Louay BELHADJ
Member	Director	Dr. Osama BOUFARES
Quality manager and reporter	Quality expert in higher education institutions	Dr. Rafea SAÏDIA
Member	Director of the department	Dr. Fadhel SAAD
Reporter of committee decisions	General secretary	Mr. Karim ELKHEDHIRI
Member	Logistics manager	Mr. Walid HAMAMI
Member	Quality unit coordinator	Miss. Siwar ARFFA
Member	Training and development coordinator	Miss. Nawel SLIMANI
Member	Registration coordinator	Miss. Narjes BELGACEM

2.2.3. Audit committee

Table (6) shows the composition of the audit committee

Table 6. The composition of the audit committee.

Title in the committee	Occupation	Name
President	CEO	Mr. Zouhaier BELHADJ
Vice President	Director general	Mr. Louay BELHADJ
Quality manager and reporter	Quality expert in higher education institutions	Dr. Rafea SAÏDIA
member	Audit expert	Mr. Makram SALEM
Reporter	Audit expert	Mrs. Shafiqah SHABANI
Pedagogical auditor	Teacher	Dr. Mohammed OTHMANI

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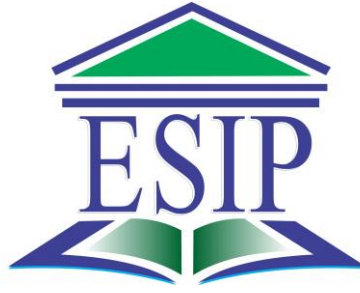
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2.3. Assessing and improving the competitive advantages of PHSEG

2.3.1. Importance of the competitive advantage

PHSEG considers the competitive advantage as one of the most important strategic frameworks that helps in achieving excellence through the following:

- Conducting excellence analysis to improve investment decisions.
- Creating a procedure that would simplify the selection of the best competitive advantages that would guarantee the leadership of PHSEG.
- Designing a grid for monitoring and evaluating the performance of PHSEG competitive advantages in order to sustain the institution leadership in the field.

2.3.2. PHSEG' real competitive advantages

The PHSEG is endowed with the following competitive advantages:

- PHSEG is the unique private engineering institution in Gafsa that has qualitative factors for success and efficient partnerships...
- PHSEG is capable of competing with the public engineering institutions in the South West of Tunisia.

2.3.3. PHSEG contributions as competitive advantages:

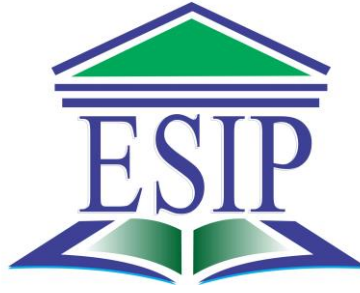
- Training qualified engineers to join the labor market in various fields and specializations.
- Raising intellectual, societal and educational awareness for various groups of the Tunisian society.
- Strengthening the societal partnerships with different institutions in the surrounding business and cultural environment and activating the community activities.
- Stimulating the partnership with various public institutions for better benefits for the community.

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2.4. SWOT analysis

The SWOT analysis took into account the internal and external factors. In addition, it took into account the indicators published in two documents; namely, Future vision for Tunisia 2018-2022 and the accredited Engineering schools.



Figure 3. The SWOT analysis.

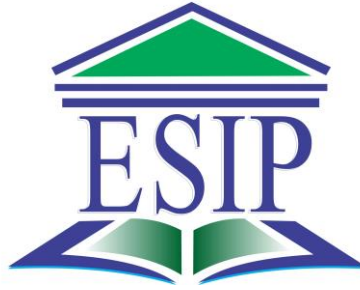
Because we believe that institutions within the same socio-geographical environment must interact together, we considered the external environment in which PHSEG will evolve needed to be carefully investigated. Therefore, the external political, economic, social and technological, ethical and legal factors – known as PESTEL factors – surrounding PHSEG were carefully taken into account to identify opportunities and challenges in the surrounding environment. In addition, the internal considerations of all the stakeholders such as the potential students, the competitors and other stakeholders – known as Task Environment – were studied to identify the potential opportunities and possible threats of the project. The ultimate objective was to minimize the weaknesses and maximize the strengths of the project.

The results of this analysis were used to outline the strategic directions that would determine the conception, mission and the strategic objectives of PHSEG.

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2.4.1. Summary of the main findings of the SWOT analysis

Table 7. A summary of the main findings of the SWOT analysis

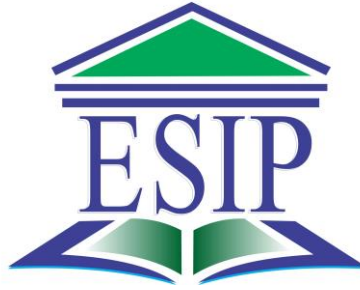
Weaknesses	Strengths	Threats	Opportunities
<ul style="list-style-type: none">• Lack of a measuring system of outputs for previous years• Lack of a clear strategy for the PHSEG• Absence of an operational internal code for PHSEG• The first-line management is understaffed while there is an excess of staff in top and middle management.• Lack of consulting services at PHSEG• Lack of a reception service at PHSEG• Absence of licenses to launch new engineering disciplines in PHSEG.• Weak student activities	<ul style="list-style-type: none">• Absence of competition from the private sector• Availability of a clear organizational structure accredited by the school council• Existence of highly qualified teaching staff in the engineering fields• Existence of some qualified staff members in management• Availability of a complementary infrastructure to implement the required activities at PHSEG• The presence of an organizational guide that contains clear Job descriptions for all the employed staff.• Existence of strong relations between the staff members of the school• Existence of a website of the school	<ul style="list-style-type: none">• The presence of competing units for the Existence of competitive private engineering schools at the national level• Dependence on external financial suppliers• Weakness of the public awareness of the importance of PHSEG• Lack of awareness of the importance of engineering and its role in the development of the national and international economy• Weak partnership with surrounding institutions• A new establishment of a competing private institution in the region• Failure to obtain international accreditation	<ul style="list-style-type: none">• The support of the Ministry of Higher The approval of both the ministry of higher education and scientific research and the Order of Tunisian Engineers of the PHSEG activities• An observed increase in the community interest in and demand of engineering• Existence of wide range of human resources of all age groups• The existence of better opportunities for financially supporting and employing qualified engineers• Existence of good quality academic programs provided to student engineers by the Ministry of Higher Education and Scientific Research in Tunisia• The presence of an international accreditation center within the specialization of the school• PHSEG was approved by the Order of Tunisian Engineers

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2.4.2. Results of the Internal Factors Analysis

The evaluation of the internal environment aims to know the special strengths and weaknesses of PHSEG, with the aim of enhancing strengths and investing them in taking advantage of opportunities and redressing the flaws in the internal environment using some initiatives that would transform the weaknesses into strengths. For this purpose, the data collected from the internal environment are entered into a matrix, called the Internal Factor Evaluation-Matrix (IFE-M) to assess their effect on the institution.

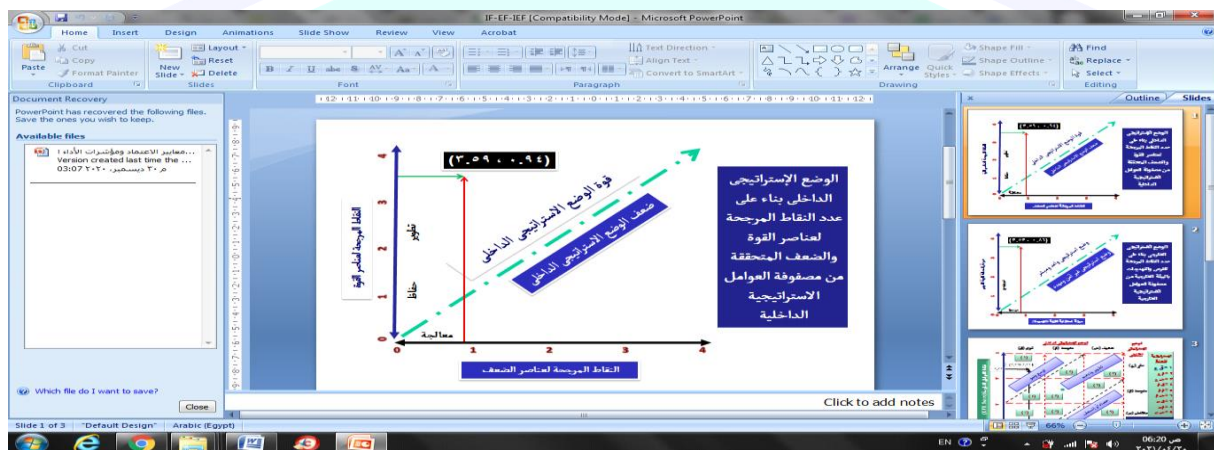


Figure 4. The internal strategic situation of PHSEG.

Figure 4 shows clearly that the current internal strategic situation of PHSEG has a strong positive effect on its performance. Indeed, the existence of the internal situation strength between 0.94 and 3.59 is a good indicator of this positive internal environment. This analysis of the survey showed the superiority of the positive aspects on the negative ones. The result of the overall weighted assessment of the internal environment of the PHSEG revealed that the obtained result was 3.335 out of 4, indicating that it was above the average. Nevertheless, the human resources represented a weakness that needed to be addressed.

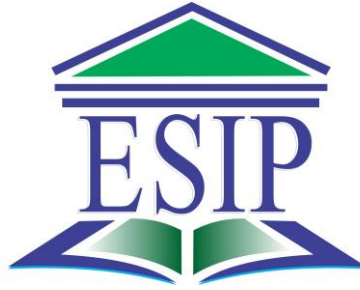
2.4.3. Results of the external Factors Analysis

The analysis of the external environment aims to find out the available opportunities for PHSEG and the threats that would hinder its development, for this purpose, the External Factor Evaluation-Matrix (EFE-M) is an effective strategic tool.

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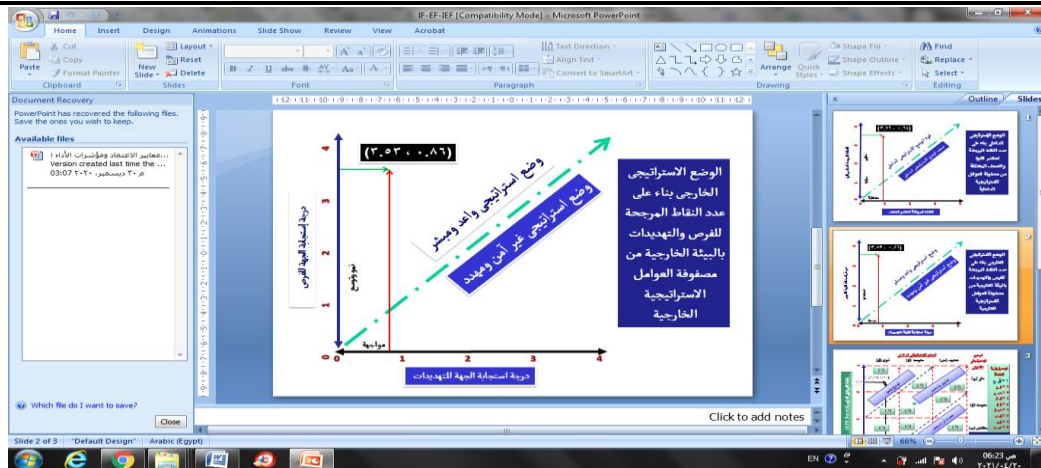


Figure 5. The external strategic situation of PHSEG.

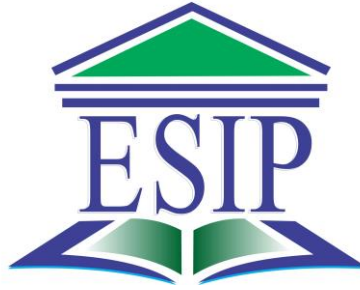
As can be seen in figure5, the current external strategic situation for PHSEG is promising and favorable. Indeed, the existence of the external situation between 0.86 and 3.53 is a good indicator of this encouraging situation. Indeed, PHSEG enjoys a serious opportunity of enhancing the educational effectiveness, the social responsibility and the participation in socio-cultural events happening Gafsa. The result of the overall weighted assessment of the external environment of the PHSEG revealed that the obtained result was 3.325 out of 4, indicating that it was above the average. However, because of this favorable external environment, GPHEs can play a greater role in the community.

2.4.4. The current strategic situation of PHSEG

The IFE-M and the EFE-M are one of the effective tools to determine the strategic reality of the facility through the study of the internal and external environments. Figure6 exhibits the IFE and EFE-Matrix of PHSEG in 2021.

The matrix is divided into three areas representing the strategic situations. The first one is called area of growth and expansion encompassing the boxes (1), (2) and (4) of the matrix. The main strategic directions characterizing this area are the delivery of new services, targeting new segments, vertical and horizontal integration or diversifying and increasing internal and external activities, with a focus on existing services.

The second area is called area of development and consolidation encompassing the boxes (3), (5) and (7) of the matrix. The main strategic directions characterizing this area are



the current services provided by the institution. These are development of the internal capabilities, upgrading the resources and providing new services to enhance the quality of the institution performance.

The third area called harvest or exit encompassing the boxes (6), (8) and (9) of the matrix. The main strategic directions in this area are characterized by diminishing the activities of the institution to reduce operating expenses which would ultimately lead to the liquidation of the institution.

Any institution can be situated at one of the three regions by plotting its coordinates (total weighted evaluation of the internal environment, and total weighted evaluation of the external environment) on IFE-M and EFE-M.

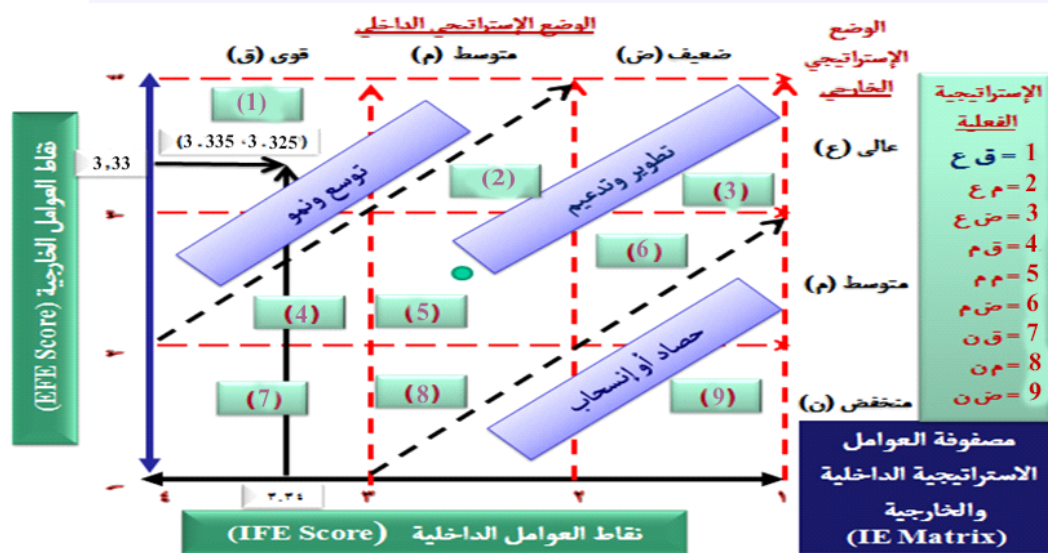
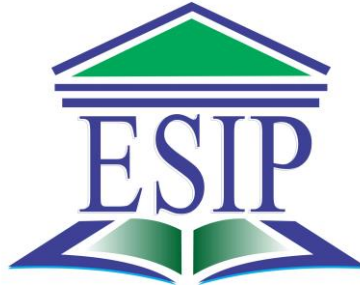


Figure 6. The IFE and EFE-Matrix of GPHEs in 2021.

The strategic direction of the school was situated in the area of growth and expansion; i.e., at the intersection of strong and high box (SH (1)) indicating that there were serious efforts to improve its performance. This can be explained by the role of the PHSEG council its executive board in initiating dynamic actions in the internal environment and conduct external initiatives that endowed the school with an excellent reputation. This was clearly materialized by winning the active support of the Ministry of Higher Education and Scientific Research.



Nevertheless, to maintain these excellent results, it would be necessary to double the efforts at the internal and external levels to further enhance the efficiency of the administrative and pedagogical staff. Furthermore, the school should provide new services that are highly in demand and urgently required by the community.

2.5. The TOWS analysis

Figure 7 shows the quaternary analysis consisting of the threats, opportunities weaknesses and strengths (TOWS) for another study of the strategic orientations of PHSEG. This analysis groups together the following variables:

- Reinforcement strategies which take advantage of strengths by exploiting opportunities (SO).
- Internal rehabilitation strategies which exploit opportunities to overcome weaknesses (WO).
- Contraction Strategies which use strengths to avoid risks. (ST).
- Sharing strategies which reduce weaknesses by trying to avoid threats (WT).

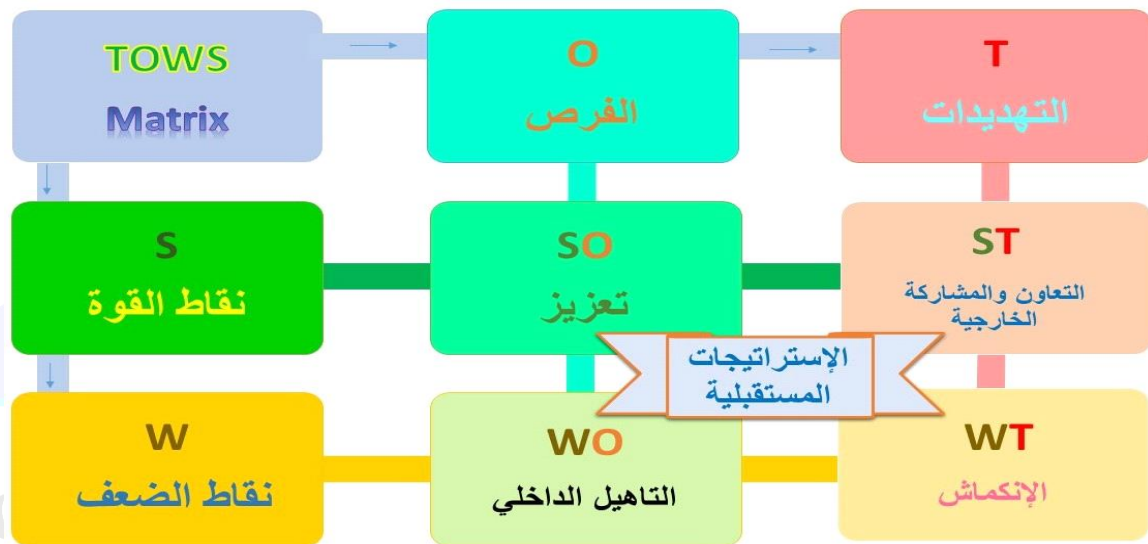
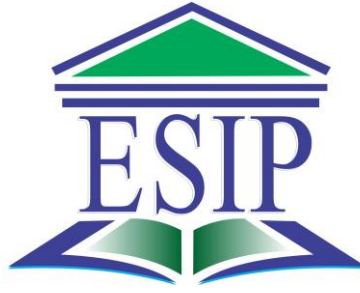


Figure 7. The TOWS analysis

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This analysis revealed the following results summarized in table 8.

Table8. Summary of the TOWS analysis.

General strategic goals	Detailed strategic goals
Enhancing competitiveness	<ul style="list-style-type: none">• Modernizing the educational and academic services.• Developing the skills of school staff and raising the efficiency of their performance.
Improving communication with the surrounding community	<ul style="list-style-type: none">• Increasing partnerships• Contributing to the development of the surrounding community skills.• Participating in events organized by the community• Organizing activities for the community• Helping to establish the culture of sustainable community development
Achieving spending efficiency	<ul style="list-style-type: none">• Enhancing cost-effectiveness and supporting self-resources to achieve spending efficiency.

2.6. Description of the strategic initiatives

2.6.1. Strengthening the competitiveness of the school by modernizing the educational and academic services

A. Improving the quality of the school alumni.

- Arranging internship programs in companies specialized field of computer engineering to improve students' skills.
- Implementing the continuous assessment system.
- Organizing the annual recruitment exhibition to sensitize the potential employers of our alumni

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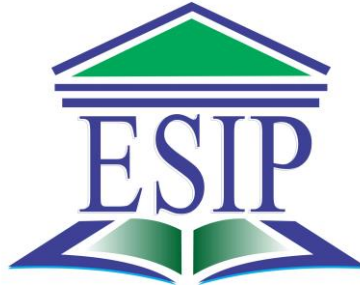
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B. Enhancing the educational and academic services.

- Designing educational programs that match the needs of the labor market.
- Increasing the efficiency of space of the school.
- Launching new programs in new specialties such as a master's program in civil engineering
- Providing the necessary equipment and personnel for distance learning.

C. Developing the Human resources of the school

- Improving the skills of the administrative staff through the organization of training courses to increase their performance efficiency.
- Offering a teacher development programs

2.6.2. Improving the communication with the surrounding community

A. Increasing partnerships

- Developing the skills of the surrounding community
- Sensitizing people to the role and importance of education.
- Establishing partnerships with accredited assessment centers
- Encouraging school and students' adhesion to the civil society and cultural associations

B. Assuming the social responsibility of the school.

- Organizing field visits to schools, colleges, engineering schools and companies.

C. Sharing the culture of digitalization

- Conducting specialized and qualitative awareness raising campaigns
- Offering training programs and evening courses to employees and unemployed people

D. Participating in achieving sustainable community development

- Establishing a regular maintenance system.
- Guaranteeing a good occupational safety and security programs.

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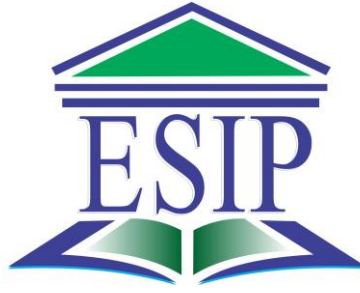
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2.6.3. Achieving cost effectiveness

- Valorizing the school resources.
- Providing paying evening courses
- Organizing cultural events.
- Conducting paying training workshops in maintenance for professional purposes.
- Providing consulting services
- Calling for new investors to increase the capital of the school.
- Achieving spending efficiency through rationalization of spending and enhancement of resources.

2.7. Study of the stakeholders

2.7.1. Internal stakeholders

- A.** Direct stakeholders such as teachers and students
- B.** Indirect stakeholders such as administrative employees and caretakers

2.7.2. External stakeholders

- A.** the ministry of higher education and scientific research
- B.** Former students who qualified from the school
- C.** Potential employers and company owners
- D.** Parents of students

2.7.3. The school expectations from the Stakeholders

A. Duties of the internal stakeholders

- Representing PHSEG in the events
- Supporting cooperation and communication with the local community.
- Contributing to the financial sources of the school by mobilizing and valorizing all its assets and skills for this purpose.
- Reporting on the activities conducted by GHES
- Informing the community of all the school activities

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- Working on improving the quality of school programs
- Exchanging experience with peer teachers and officers working in other institutions
- Innovating in the methods and approaches teaching and managing the school
- Providing courses and training to the school students and to external people requiring such activities

B. Duties of the external stakeholders

- Keeping a regular contact with the school
- Taking part in its activities
- Sharing information about the school with other potential stakeholders
- Promoting its products and its activities
- Investing in its projects.

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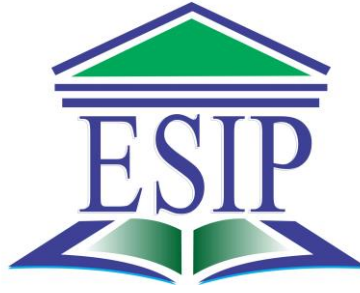
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2.8. Performance Indicators (PI)

Table 9. summary of the performance indicators analysis.

PI code	Generic variables	Specific variables	Number of reached objectives	% of reached strategic objective
PI-16	Partnership with employers	Number of active partnerships annually compared to annual targets	3	30
PI-19		Rate of Average Student financial support compare to school budget	4	30
PI-01		Rate of student satisfaction with teaching	1	10
PI-02	Governance and Management	Percentage of the achievements of the strategic plan initiatives	1	10
PI-03		Rate of stakeholders' satisfaction with the equipment and learning resources	1	10
PI-20		Rate of school policy implementation	4	40
PI-17	Registration and student services	Student employability and registration for a PhD	3	40
PI-04		Employers' satisfaction with the students' qualifications	1	10
PI-05		Students' satisfaction with the provided services	1	10
PI-06	Development of software, measurement and evaluation tools	Students' evaluation of courses	1	5
PI-07		Evaluation of e-learning courses	1	5
PI-08		Final year Students' evaluation of the school programs	1	5
PI-13	Training and resources	Average rate of implementing the planned yearly programs	2	30
PI-21		average rate of financial support for operating expenditure from the budget	4	30
PI-18	Student development and upgrading	Number of the activities provided by the program to the community	3	40
PI-9		Observed program completion	1	10
PI-10		Average Number of first-year students' retention	1	10
PI-11	Students Statistics	Average Number of dropouts per year	1	10
PI-12		Proportion of students by teacher	1	5
PI-14		Average number of early school leavers per year	2	30
PI-15	Sustainability and efficiency	Average teacher and administrative staff assessment per year	2	40
PI-22		Total Number of yearly maintenance operations compared to the planned ones	5	30
PI-23		Optimal management of the school space and equipment	5	35
PI-24		The school total self-resources compared to annual targets	5	30

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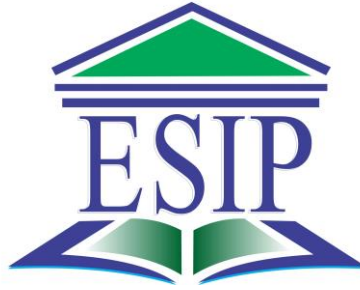
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3. Implementation of the strategic plan

A team from the managers of PHSEG was formed to design an executive plan to achieve the strategic objectives. The plan was made of a set of initiatives having precise objectives related to the conception of the school. The team formulated the strategic objectives. In addition, due to the difficulty of implementing the set objectives at once, the team decided priorities for implementing the most urgent ones. Table7 below shows the scheduled implementation of the strategic objectives.

Table10. The scheduled implementation of the strategic objectives of PHSEG.

N°	Strategic objectives	Specific Objectives	2018	2019	2020	2021	2022	2023
I	academic and pedagogical services	1a. Organizing a recruitment Day						
		1b. Activating the gains obtained by students during the educational period						
		1c. Activating the system of continuous assessment of the impact of education						
		2a. Designing educational programs matching the needs of the labor market						
		2b. Raising the efficiency of the school spaces						
		2c. Introducing new programs						
		2d. Supporting and developing the e-learning system.						

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