A Proposed Vision for Re-Engineering Educational Policies in the Faculty of Education in light of Nafee Model (6/3) to Achieve Sustainable Development and Institutional Change

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ARTICLE INFO	ABSTRACT
	This research aimed to propose a vision for reengineering educational policies at the Faculty of Education, Alexandria University, based on Nafee (6/3) model to integrate the principles of sustainable development (environmental, economic, and social) and ensure sustainable institutional change that supports the quality of education and the graduation of a generation capable of developing society. The research problem lies in the shortcomings of current policies and their failure to keep pace with the rapid developments in university education. The research relied on the descriptive analytical approach, and the research sample included faculty members, academic leaders, and administrators. Data was collected through a questionnaire and structured interviews. The results showed that adopting Nafee model (its stages: abandonment, adoption, adaptation, excellence, competition, and digital transformation) enhances the effectiveness of educational policies through gradual stages and consolidates participatory leadership and continuous communication. It also improves the faculty's adaptability, educational quality, and employee satisfaction, and achieves sustainable institutional development. The research recommends disseminating the model and developing its implementation and monitoring mechanisms in other educational institutions.

1. Introduction

Educational policies are the fundamental pillar upon which the academic development system in colleges of education is built. They represent the governing framework for educational and organizational processes that ensure quality and responsiveness to societal transformations. In light of the rapid changes the world is witnessing in cognitive and technological structures, educational institutions are required to reconsider their traditional policies to keep pace with the dynamics of the present and anticipate future prospects. Given the commitments of higher education institutions to contribute to the achievement of sustainable development goals, the integration of the sustainability dimension into college policies is of strategic importance. This research aims to link the stages of Nafee model (6/3) with the axes of sustainability to ensure that management processes, curricula,

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and operational structure are oriented towards resource efficiency, social justice, and continuity of impact Educational on society.

The College of Education, as a house of expertise in teacher preparation and human development, occupies a strategic position in leading educational development processes. With the growing challenges of the digital age, the need for more flexible and integrated policies capable of responding to multiple variables emerges, both nationally and globally. This need is increasingly urgent in prestigious universities such as Alexandria University, with its long academic and cultural history.

In this context, the concept of reengineering educational policies is gaining increasing importance as a tool for bringing about a radical transformation based on modifying procedures or paths, and also extending beyond that to rebuilding the vision, curriculum, and organizational structure of the educational process. This architecture represents a new horizon for understanding change as a conscious, planned process based on strategic foresight [1].

With the development of modern theories and models in change management, Nafee (6/3) model has emerged as an innovative, integrated framework based on a gradual, phased vision of organizational change. It is based on six circular stages (abandonment, adoption, adaptation, excellence, competitiveness, and digital transformation), each of which includes three pivotal dimensions that dynamically and sustainably activate organizational transformation paths.

This model is distinguished by its focus on the integration of knowledge and practice, the link between leadership and planning, and the ability to diagnose reality and formulate appropriate responses. By adopting such a model, educational institutions can transform from traditional institutions into more resilient and future-ready entities [2].

Many previous studies and research have shown that the educational policies implemented at the Faculty of Education at Alexandria University face a number of challenges that hinder their effectiveness and ability to achieve their objectives. Khodr [26]study and Abdelkawy [2] study pointed to a clear gap between the announced strategic plans and their actual implementation within academic departments, due to weak monitoring mechanisms and the absence of measurable performance indicators. Erraqi's [12]study also demonstrated that teacher preparation policies still lack sufficient flexibility to keep pace with changes in labor market needs, resulting in educational outcomes that do not necessarily align with the requirements of the professional reality.

Ahmed's[4] study revealed that some organizational policies suffer from administrative complexity and structural slack, which negatively impacts the academic work environment and limits the effectiveness of educational decisions. Hammad's [15]study also demonstrated a lack of participation of academic and administrative cadres in policy formulation and decision-making, which perpetuates centralization and limits opportunities for innovation and institutional development. Together, these studies emphasize the urgent need to reengineer educational policies within the college, by adopting modern organizational models that reconstruct priorities and link educational policies to practical reality and future developments. From this perspective, Nafee (6/3) model gains its importance as a suitable reference for reshaping these policies in a flexible, gradual, and institutionally integrated manner.

Thus, it becomes clear that the problem of this research lies in the clear shortcomings in the effectiveness of educational policies at the Faculty of Education, Alexandria University. These policies suffer from organizational rigidity and weak operational flexibility, leading to a gap between theoretical frameworks and actual practices within the college. These policies also lack

modernization based on contemporary institutional change models, which negatively impacts the quality of academic programs, the efficiency of teacher preparation, and the integration of the roles of educational cadres. The severity of this problem is exacerbated by the absence of an integrated vision for change management and the weak interaction with digital and educational developments. This calls for the presentation of a proposed vision for reengineering these policies in light of Nafee (6/3) model, which provides a gradual and systematic framework that enhances the institution's ability to adapt and achieve sustainable development.

2. Theoretical Framework

2.1 The Concept of Educational Policies

Educational policies are a pivotal concept in the field of educational planning, as they constitute the general framework that guides decisions and actions within educational systems. Educational policy is defined as "the set of principles and directions adopted by a state or educational institution to guide the course of education and achieve its goals in light of societal values and developmental needs" [40].

Educational policies include strategic decisions that regulate various areas such as curricula, teacher preparation, assessment, school administration, and educational technology [16]. They encompass technical or administrative aspects and reflect the intellectual, cultural, and social orientations adopted by the educational institution or state [10].

Many researchers have demonstrated that effective educational policies are characterized by comprehensiveness, flexibility, and implement ability, in addition to being based on realistic data and evidence, and involving stakeholders in their formulation. Kincaid [27] and Hassan [17] emphasizes that the lack of integration between policy formulation and implementation leads to what is known as "practical disconnection," where policies become mere documents with no impact on educational reality. The importance of educational policies lies in their ability to achieve a balance between responding to current challenges and preparing for future changes. This is achieved by developing a clear strategic vision that intersects with development priorities. These policies serve as a compass that guides all elements of the educational process toward achieving quality and institutional excellence [13].

The nature of educational policies varies depending on the level at which they are implemented: there are national policies issued by ministries of education, institutional policies formulated by universities and colleges in accordance with the specificities of each institution, and procedural policies that regulate the daily work within academic departments and programs [5].

2.1.1 Levels of Educational Policies

Educational policies vary in terms of their level of formulation and implementation and can be classified into three main levels: institutional policies, academic policies, and procedural policies. Understanding this hierarchy contributes to developing a more accurate vision of how to develop education and ensure its organizational consistency and defined it Hassan & Hassan [18] as follows:

- **Institutional Policies**: These are the general policies that define the major strategic directions of the educational institution, such as the college's mission and vision, long-term goals, governance frameworks, and accreditation and quality standards. These policies are often the product of broad administrative and academic consensus and are linked to higher

levels of decision-making, such as college and university boards. They represent the frame of reference upon which other policies are built [35].

— **Academic Policies**: These represent the middle level of policies, regulating aspects related to academic programs, curriculum design, admission and assessment criteria, academic promotion policies, and scientific research [36]. These policies are often issued by academic committees, such as the Education and Student Affairs Committee or the Graduate Studies Committee, and are subject to periodic review to ensure their alignment with emerging academic standards [8].

— **Procedural Policies**: These are the policies closest to daily practice, regulating operational details related to teaching activities, classroom management, communication mechanisms between faculty and students, schedule allocation, and the use of educational resources. These policies are often determined at the level of academic departments or technical administrations and represent a true reflection of what is happening within the institution on the ground [42].

The integration of these three levels emphasizes the need for hierarchical harmony between the strategic vision and practical implementation. Any imbalance or gap between these levels could lead to disruption in institutional performance or conflicting directives, negatively impacting the quality of educational outcomes.

2.2 Challenges Facing Educational Policies at the Faculty of Education, Alexandria University

Available data and field studies indicate that educational policies at the Faculty of Education, Alexandria University, still face numerous structural and organizational challenges that impact their effectiveness and ability to respond to the rapid transformations in higher education. Despite the faculty's long academic history and qualified staff, there is a clear gap between declared policies and actual implementation within academic departments and programs.

Abdelrahman [3] shows that institutional policies at the college are often characterized by stagnation and suffer from slow updating to keep pace with global educational trends, particularly with regard to digital education, active learning, and future skills. Academic policies also suffer from a lack of integration between curricula and labor market requirements, which Abdallah [1]and Badawi [6] Studies referred to as a deficiency in the integrated vision between academic training and professional preparation for teachers.

At the procedural level, Mahmoud [29] and Salim [38] revealed recurring challenges, including the absence of monitoring and evaluation mechanisms, weak faculty participation in decision-making, and the college's reliance on traditional patterns of student affairs management and educational service provision [19]. Furthermore, most policies are not based on accurate analytical data, but rather are often based on individual discretion or non-institutional administrative decisions. This is compounded by the challenge of weak responsiveness to digitization, as most administrative and educational policies are still implemented manually or through partial tools, without an integrated system for learning management or institutional decision-making [20].

This underscores the need for a strategic intervention that reengineers educational policies to be more flexible, integrated, and capable of updating and renewal. This is what Nafee (6/3) Model provides as a methodological framework for bringing about the desired institutional change.

2.3 The Concept of Reengineering in the Educational Context

Reengineering is a modern management concept that was initially associated with the reform of industrial and economic institutions. However, it later found its way into the educational field, given the need to reshape education systems to keep pace with rapid changes. In the educational context, reengineering refers to a radical rethinking and comprehensive redesign of educational processes and policies, with the aim of achieving fundamental improvements in institutional performance indicators, such as quality, speed, cost, and beneficiary satisfaction [34].

Gupta & Joshua [14] argue that reengineering does not mean incremental improvement or superficial reform, but rather requires the dismantling of traditional processes and their innovative reconstruction. This applies to educational systems that suffer from duplication, bureaucracy, and low efficiency.

When this concept is applied to the educational environment, reengineering becomes a tool for reorganizing academic and administrative policies, designing curricula, restructuring departments, and redistributing tasks and roles, achieving functional integration among the various components of the educational system. Reengineering also contributes to shifting the institution from a traditional, reactive model to a proactive, innovative model, focused on learner needs, technological developments, and market requirements [33].

Reengineering is not limited to the technical aspect but extends to the cultural and value system within the institution, including changing mindsets, building multidisciplinary teams, and leveraging information systems in decision-making. Therefore, it is considered an effective approach to achieving sustainable institutional change, especially in higher education institutions that require flexible leadership, planning, and implementation models [11].

2.4 Principles and Foundations of Policy Reengineering

Educational policy reengineering is based on a set of fundamental principles that distinguish this approach from other development and improvement approaches [21]. Among the most important of these principles is focusing on core processes rather than formal organizational structures. Reengineering involves redesigning policies from a functional perspective that reconsiders goals, objectives, and mechanisms, rather than merely partially improving existing procedures [9].

Another fundamental principle is starting from scratch, meaning moving beyond established assumptions and traditional policies that have proven ineffective or inadequate, and thinking from the perspective of "no constraints," or what is known as the principle of "reimagining," where the question is posed: "If we didn't have existing policies, how would we construct our policies today in an innovative way?" [31].

Policy reengineering also relies on focusing on the ultimate beneficiary, whether the student, faculty member, or community. This necessitates the involvement of educational actors in all stages of policy formulation and the adoption of a participatory approach that ensures interaction between the institutional vision and practical reality [25].

Integration and systems thinking are key foundations of reengineering, where policies are viewed as interconnected parts within a larger system that includes leadership, resources, technology, organizational values, and educational standards. Reengineering also emphasizes the principle of dynamic flexibility, meaning that policies can be modified and updated in line with local and global developments [7].

From an organizational perspective, the most important foundations of policy reengineering include eliminating non-value-added processes, simplifying procedures, redistributing roles, and employing digital technology to accelerate decision-making and monitor performance [39].

2.4.1 Policy Re-engineering and Change Management in Light of Sustainable Development Goals (SDGs)

Policy re-engineering and change management contribute to transforming educational institutions from mere procedural improvements to sustainable transformations with a long-term community impact. This perspective links the idea of "radical rethinking" of processes and educational policies with the concepts of sustainable development, which focuses on the three dimensions: environmental, economic, and social. Thus, the goal of re-engineering becomes not only to improve efficiency or institutional quality, but also to achieve educational and institutional outcomes consistent with the Sustainable Development Goals, most notably: Goal 4 (quality, equitable, and inclusive education), Goal 11 (sustainable cities and communities), and Goal 12 (responsible consumption and production) [17].

The reengineering framework also includes clear implementation mechanisms that link plans, policies, and measurable results to ensure sustainable impact. This requires adopting participatory governance that includes representatives from academic leadership, faculty, students, and administrators, along with external partners from the local community and the private sector. It must also include ongoing capacity-building programs to enhance the competence of staff in the areas of sustainable planning, resource management, and curriculum design that integrates the SDGs

Compared to traditional change approaches that focus on structure or a single process, attributing a sustainability dimension to a Nafee (6/3) makes each stage of the model a driver for achieving a clear sustainable impact — by directing policies not towards "temporary success" but towards "institutional sustainability" that is measured by tangible environmental, social, and economic indicators. Thus, re-engineering enables: (1) integrating learning outcomes that enable graduates to participate in local development, (2) reducing the environmental footprint of the campus through operational policies, and (3) achieving equitable access to educational resources and services [30].

### 2.5 The General Philosophy of Nafee (6/3) Model

Nafee (6/3) Model for Institutional Change Management is a modern educational model that emerged in response to educational institutions' need for a holistic approach that guides change processes in an integrated, phased manner. This model was designed in a unique geometric manner, combining a gradual time dimension with a multi-pillared structural dimension [44]. The model is based on six interconnected stages that represent the path of change: abandonment, adoption, adaptation, excellence, competitiveness, and digital transformation. Each stage is linked to three fundamental dimensions that embody the depth of transformation at that stage [37].

The philosophy of this model reflects a dynamic approach to sustainable change, based on a gradual transition from resistance to change to digital empowerment and future-proofing [43]. It is based on the idea that institutional change is achieved through an interconnected system of behaviors, policies, and processes that are planned and evaluated cumulatively [41]. Nafee model also combines leadership and development perspectives, linking the role of change agents, change strategies, theoretical models, and global experiences, while preserving the specificity of the local context. It places great importance on intangible elements such as organizational culture, motivation, and belonging, as essential determinants of the success of any change process [31].

This model derives its strength from its structural integration; it presents sequential stages and links them to qualitative dimensions that contribute to building practical indicators for diagnosing reality, developing plans, and allocating resources. Its circular design also indicates that change is a continuous, non-linear process, allowing for constant self-evaluation and continuous development [22].

2.5.1 Stages of Nafee (6/3) Model

Nafee model extends across six main stages in a constantly regenerating, dynamic circular format, forming an integrated, dynamic path for achieving sustainable institutional change. Figure (1) below illustrates this model:
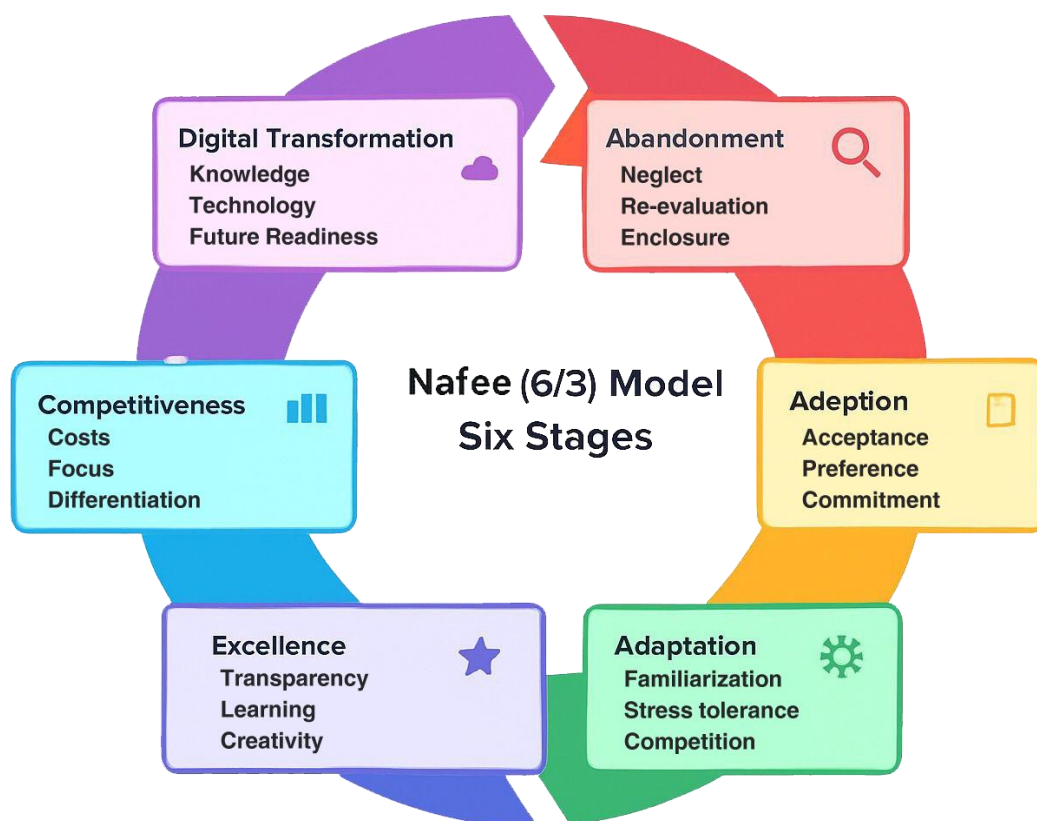
(Source : Prepared by the Researcher)

Fig. 1. Stages of Nafee (6/3) Model.

The figure (1) shows that the model consists of six sequential stages representing the behavioral or procedural components necessary to achieve transformation within the organization. These stages are based on the logic of progression from passive awareness to full digital empowerment. Nafee [32] indicated that each stage is divided into three sub-dimensions, which he defined as follows:

1. **The Abandonment Stage**

The "**Abandonment Stage**" is the primary entry point in Nafee's (6/3) model and represents the critical threshold for any genuine institutional change process. Before building a new vision, it is necessary to liberate oneself from traditional patterns, rigid mindsets, and policies that have lost their effectiveness or become inappropriate for contemporary reality.

This stage aims to create a gradual mental and behavioral break with the status quo, whether at the level of policies, procedures, or orientations, through a process of critical and courageous awareness. It requires clear leadership will and a space for frank dialogue within the organization to dismantle the entrenched structures that hinder transformation to sustainable change. The abandonment stage consists of three interconnected dimensions:

Neglect: Neglect here refers to the conscious and intentional cessation of supporting or nurturing traditional practices and policies that no longer meet the organization's real needs. At this stage, decision-makers and practitioners begin to gradually abandon those policies or regulations that have proven to repeatedly fail or perpetuate stagnation. This dimension manifests itself in:

  − Suspending certain formal procedures that drain resources without any return.
  − Suspending certain administrative or educational decisions that are inconsistent with the requirements of the current stage.
  − Reconsidering rigid institutional traditions that are practiced without accountability.
  − Eliminate unnecessary transportation practices by encouraging virtual meetings.

Re-evaluation: This dimension expresses the need for a comprehensive review of current policies and an analysis of their feasibility and appropriateness. True change begins with a careful review of the past and present. Re-evaluation includes the following:

  − Analyzing performance gaps between what is planned and what is actually achieved.
  − Examining the extent to which policies align with the institution's vision and future goals.
  − Analyzing the views of stakeholders (faculty, students, administrators) regarding the effectiveness of policies.
  − Cancel or revise programs/activities that consume resources without clear educational benefit.

This dimension is important because it gives the abandonment process an objective, rational dimension, contributes to building institutional consensus on change, and reduces resistance to it.

Enclosure: This dimension represents the recognition of organizational and intellectual stagnation or rigidity within the organization. Some policies and institutions exhibit symptoms of what can be termed "self-enclosure," meaning falling into the trap of repetition, lack of innovation, and detachment from change. Enclosure manifests itself through:

  − Overreliance on ineffective, repetitive administrative routines.
  − Stagnation in regulations and policies despite changing contexts.
  − Weak ability to respond to external opportunities and threats.
  − Eliminate unnecessary transportation practices by encouraging virtual meetings.

This dimension sometimes represents the pain of recognizing the need for change, but it is essential for building an "internal change drive," as the organization feels trapped within the walls of outdated policies.

2. The Adoption Stage

After the organization has overcome the abandonment stage and recognized the need for sustainable change through criticism and liberation from inertia, it enters the adoption stage. This is the stage where institutional conviction for change begins to build, and the contours of the new vision

are shaped. This stage represents the moment of transformation from passivity to effectiveness, as individuals move from doubt and hesitation to acceptance and initiative.

In this stage, the organization is required to create an internal environment that is receptive to change psychologically, culturally, and intellectually. The adoption stage is the foundation for the success of change, as it reshapes employee attitudes and aspirations and builds a sense of collective acceptance around the idea of change. This stage consists of three main dimensions:

Acceptance: This refers to the shift from resistance to change to psychological and mental acceptance, which is the first step toward commitment. Acceptance does not simply mean not rejecting change; it also means an initial willingness to engage, albeit cautiously, in the change project. This dimension is manifested in:

- A decline in feelings of anxiety and threat associated with change.
- A more positive internal discourse toward modernization and transformation.
- Middle leaders begin to grasp the idea and explain it to others.
- Launch an internal awareness campaign about sustainability with a clear message from the college leadership.

This dimension requires genuine communication efforts from institutional leadership, transparency in explaining the objectives of the change, and genuine listening to feedback.

Preference: After acceptance, the preference dimension emerges. This refers to individuals within the organization beginning to prefer the proposed new status quo over the previous traditional status quo, even if it has not yet been implemented. This dimension represents the beginning of a shift in professional values and self-perceptions. Preference is manifested in:

- A conscious comparison between the advantages of change and the disadvantages of the current status quo.
- Increased discussion of potential opportunities for change.
- Individuals' participation in presenting proposals and ideas supporting the change.
- Integrate sustainability learning outcomes into core units (at least in one course per program).

This dimension paves the way for the commitment phase, as it reflects the formation of supportive and convinced attitudes toward change within the organization.

Commitment: This dimension represents the highest degree of change adoption in terms of personal and professional conviction. Commitment here is the willingness to assume responsibility for it and actively participate in its implementation. This dimension is manifested through:

- The emergence of self-initiatives within academic or administrative teams.
- Teams or professional communities are formed to embrace the new vision.
- The organization begins to transform its overall direction into initial action plans.
- Establish a multidisciplinary university sustainability team (faculty + administrators + students).

Commitment at this stage forms the foundation for the organization's psychological stability as it prepares to move toward implementation. This paves the way for the next stage: the adaptation stage.

3. **The adaptation stage**

The adaptation stage represents the actual shift from "mental and psychological adoption" to practical engagement with the requirements of change. It is the moment to enter the depths of the change experience, with all its opportunities and challenges. In this stage, new or amended policies begin their pilot implementation and are subjected to real-world testing within the institutional environment, requiring a high degree of flexibility and the ability to learn under pressure.

Adaption is essential for every organization seeking to survive and develop in a changing environment. It requires individuals to be able to reshape their roles and methods and accommodate changes without losing their functional and psychological balance. This stage includes three main dimensions:

Familiarization: This refers to the ability of employees within the organization to gradually become accustomed to the new system, whether administrative, academic, or technical. Organizational adaptation is the opposite of organizational alienation and expresses the degree of acceptance of new policies as part of daily practice. This dimension is manifested in:

– Accustoming to using new tools or procedures.
– Stabilizing employee psychological and behavioral indicators.
– Beginning to integrate the culture of change into the organization's language and internal dialogue.
– Implement energy-saving projects (light sensors, improved insulation) in a laboratory or classroom.

Adaption does not occur all at once; rather, it requires ongoing training support, conscious leadership guidance, and motivational supervision.

Stress tolerance: Real change, even if positive, is not without psychological and professional stress. In this dimension, the ability of the organization and its individuals to withstand and deal with the challenges associated with the transition from the old to the new is tested. Stress is usually manifested in:

– Hidden resistance from some parties.
– Temporary conflict between change requirements and available resources.
– Confusion in roles or confusion in implementation.
– Introduce student assessments that require sustainable solutions (practical assessment projects).

Stress tolerance means managing internal conflict wisely, remaining flexible without compromising the essence of the change, and maintaining a spirit of initiative and positivity despite challenges. This dimension is crucial because it determines whether an institution is able to sustain change or regress.

Competition: In this dimension, the institution begins to leverage change as an opportunity to enhance its distinction in its external environment, by transforming its new policies into tools for

qualitative superiority. Competition here is understood in its economic or institutional sense, and also includes academic, professional, and cultural competition. Competition manifests in:

- Improving the quality of educational or research outputs.
- Innovating administrative or academic practices that attract attention.
- Entering into partnerships or initiatives that strengthen the institution's position.
- Start with simple environmental reports on resource consumption in a pilot building.

4. **The Excellence Stage**

After the institution reaches the adaptation stage and demonstrates its ability to continue amidst pressures and challenges, it moves to the excellence stage, which is a stage of qualitative transformation in institutional performance. The institution seeks to consolidate the values of innovation and quality and generate new patterns of institutional achievement.

In this stage, new educational policies begin to have a tangible impact on quality and effectiveness, and the institution becomes a model to be emulated in its environment. The excellence stage reflects the integration between idea and practice, and between vision and implementation. This stage includes three basic dimensions:

Transparency: Transparency in this context does not simply mean announcing decisions or disclosing information; it means that the institution becomes an environment based on institutional honesty, clarity of direction, and true accountability. Transparency is manifested in:

- Clarity of roles, tasks, and responsibilities for all stakeholders within the institution.
- Accessibility of information related to policies and procedures to all without ambiguity.
- The existence of open, respectful, and interactive communication channels between leaders and employees.
- Adopt an internal metric to accredit courses/programs with a sustainable footprint.

Learning: Learning here refers to the institution becoming a continuous learning entity, consciously reviewing its performance, drawing lessons from experience, and sustainably developing its tools. This dimension is manifested in:

- Periodic analysis of practices and measuring the true impact of implemented policies.
- Generating new knowledge stemming from the institutional experience itself.
- Feeding back into improving decisions and policies.
- Publish an annual sustainability report showcasing the college's performance in environmental, social, and economic dimensions.

At this stage, the institution transforms into an internal knowledge production environment, not content with imitating models but rather generating insights stemming from its own reality and context.

Creativity: Creativity is the pinnacle of this stage, meaning that the institution begins to generate unconventional solutions, flexible policies, and innovative concepts that intelligently respond to challenges and changes. Creativity is not limited to the academic or technical aspects alone, but includes:

- Administrative creativity in organizational and assessment models.
- Pedagogical creativity in curriculum development and content delivery.

- Operational creativity in resource utilization and improving the institutional environment.
- Encourage research publications and applied projects in the field of sustainable education.

5. The Competitiveness Stage

At this stage, the organization begins to move beyond itself, aiming to establish its presence and distinction within its local, regional, or global context. It is the moment when the organization moves from internal improvement to the struggle for leadership and institutional precedence. Competitiveness here means that the organization becomes capable of achieving real added value that distinguishes it from others.

This stage indicates that the organization has become capable of transforming its internal capabilities into measurable and comparable achievements, qualifying it to enter the arena of professional competition with its peers. This stage includes three strategic dimensions:

Costs: This refers to the organization's ability to manage resources with high efficiency and achieve quality outputs at the lowest possible cost, without negatively impacting quality or innovation. This dimension is a key criterion for the competitiveness of modern organizations. This dimension is manifested in:

- Reducing financial, time, and administrative waste.
- Redirecting resources toward high-value activities.
- Adopting flexible and cost-effective operating models.
- Promote the college's sustainability successes in admissions materials and academic marketing.

Focus: This refers to the organization's ability to accurately define its priorities and focus on its strategic strengths rather than distraction or blind imitation. A competitive organization knows what it wants, where it excels, and how to manage its time and effort to achieve a real impact. This focus is manifested in:

- Establishing a clear and specific strategic vision.
- Concentrating efforts around core issues of societal or professional priority.
- Building an institutional brand linked to a true competitive advantage.
- Build local partnerships to launch joint sustainable community projects with municipalities and organizations.

Differentiation: This is the highest level of competitiveness and refers to the ability to provide services, programs, or policies that cannot be easily imitated, or bear a clear innovative imprint. Differentiation distinguishes an organization from others through its approach, the quality of its outputs, or its corporate values. This dimension is manifested in:

- Pioneering educational or training programs.
- Distinctive evaluation or management methods.
- A high level of partner and beneficiary satisfaction.
- Apply for local and regional awards/incentives in green initiatives.

6. The Digital Transformation Phase

This phase represents the culmination of the entire change journey, moving the organization from the level of modernization to the level of comprehensive structural transformation through the use

of modern technology and knowledge. Digital transformation is understood here as a strategic concept that reshapes the entire institutional way of thinking, planning, and operation. It is a shift from a paper-based, traditional model to a smart, flexible, and responsive environment, based on data, predictive analytics, and digital services integrated at the core of policies and decisions. This phase is manifested through three key dimensions:

Knowledge: This refers to the transition from information to institutional intelligence, where decisions and policies are based on accurate knowledge foundations stemming from analysis, research, and continuous evaluation. This dimension is manifested in:

- Building accurate institutional databases that feed educational and administrative decisions.
- Applying knowledge management methods to document and share experiences.
- Developing a culture of research and analytical thinking among leaders and employees.
- Use educational platforms that reduce the need for transportation and printing (hybrid/remote learning when needed).

Technology: This dimension represents the fundamental technical pillar, where digital tools and platforms are integrated into educational, administrative, and community service processes, transforming the institution into a fully digital operating environment. This dimension is manifested in:

- Automating administrative and academic processes.
- Transforming into smart and interactive education systems.
- Using unified digital platforms for communication, planning, implementation, and evaluation.
- Employ data analytics to improve class schedules and reduce wasted energy.

Future Readiness: The third and deepest dimension refers to the organization's ability to anticipate future challenges and opportunities and prepare for them in advance through flexible scenarios and strategies. This is the moment to move away from "reaction" and toward "proactive leadership." This dimension is manifested in:

- Adopting a culture of anticipation and strategic analysis.
- Designing business models that are adaptable to technological and social transformations.
- Integrating future concepts and emerging technologies into vision and policies.
- Implement a knowledge management system to document sustainability practices and disseminate lessons learned.

2.5.2 The Applied Value of Nafee (6/3) Model in University Education

Nafee (6/3) model for institutional change management and sustainable development has proven its applicability in multiple contexts within the higher education system. It has been used in a number of studies that sought to develop academic work structures or formulate developmental visions in light of its integrated stages and dimensions.

Nafee [32] indicated a clear gap between the theoretical capabilities offered by artificial intelligence and the level of its practical application within scientific research institutions. It aimed to identify artificial intelligence applications that enhance the quality of scientific research in Egyptian universities using Nafee (6/3) model for institutional change, and to determine their degree of importance from the perspective of faculty members.

A guide was then provided, and a questionnaire was designed and administered to a sample of (**300**) faculty members. Interviews were also conducted with (**20**) experts and specialists in the fields of artificial intelligence, strategic planning, university education development, and scientific research, representing ten different Egyptian universities. The research results revealed a high degree of importance for artificial intelligence applications in enhancing the quality of scientific research when employed according to the proposed model. They confirmed the effectiveness of the guide prepared for this purpose. The study recommended adopting the proposed model to develop the education and scientific research system in Egyptian universities.

Hassan [23] aimed to develop a proposed vision for a career development map for students in the Faculty of Education, Alexandria University, based on Nafee (6/3) Model. It relied on a descriptive analytical approach. Two tools were applied to a sample of (**70**) first-year students in the History Department at the Faculty of Education, Alexandria University. The first tool was a questionnaire to measure shortcomings in the current career path as perceived by students. The second tool measured the extent of students' engagement with the stages of the model.

The results showed varying levels of student engagement across the stages of the model. The "**abandonment**" and "**adoption**" stages were at an average level, while the "**adaptation**" and "**digital transformation**" stages recorded the lowest levels of engagement, indicating shortcomings in professional development practices within the faculty. The questionnaires also revealed students' awareness of the lack of a clear career map to guide their career development during their studies. In light of the findings, a proposed vision was developed for student development across the stages of Nafee's Model. This vision included a set of professional dimensions for each stage, as well as recommendations for incorporating the model into academic policies and training programs. The study concluded with a set of research proposals for expanding the model's application in various educational contexts.

3. Methodology

This research follows a descriptive and analytical approach that aims to study the reality of educational policies at the Faculty of Education at Alexandria University, analyze the associated challenges, and then propose an integrated vision for reengineering them according to Nafee (6/3) model for managing institutional change. The research relies on collecting and analyzing data that contributes to understanding the current state of educational policies and identifying the gaps and constraints that hinder sustainable institutional change. The research also relies on a detailed theoretical framework of Nafee (6/3) model, which provides an integrated vision and clear stages for managing institutional change. This helps formulate a realistic, scientific vision for reengineering policies to achieve transformation and excellence at the faculty.

3.1 Research Group and Data Collection

Within the scope of the research, data was collected from a sample of 50 individuals, including faculty members, academic leaders, and administrators at the Faculty of Education at Alexandria University. The sample included 35 faculty members, including 20 assistant professors (**57.1**%) and 15 full professors (**42.9**%). In addition, the sample included 10 academic leaders (**20**% of the sample) and 5 administrators (**10**%).

The sample was selected using a stratified random sampling method for faculty and administrators to ensure representation across the college's various departments and career levels.

Academic leaders were selected purposively, given their direct role in formulating and implementing educational policies.

Data was collected after obtaining the necessary ethical approvals. Participants were contacted via an electronic questionnaire and structured personal interviews. Voluntary participation and the completion of all questionnaire components were emphasized to ensure data quality and accuracy, while maintaining confidentiality and privacy in handling the information provided.

3.2 Variables and Measurement Methods

This research relies on several key variables related to educational policies and institutional change management. Appropriate scales were developed to measure each variable, consistent with the study framework. The variables were assessed using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The main variables include:

- Effectiveness of educational policies: This measure measures the clarity of educational policies, their applicability, and their impact on the educational environment. The policies also clarify how they will contribute to achieving sustainable education goals (such as quality education relevant to community reality). The scale consists of several items designed based on previous relevant studies.
- Extent of adoption of a useful (6/3) model for change management: This reflects the level of understanding and application of the model's elements in the policy reengineering process. It includes several dimensions related to the model's six stages.
- Challenges and obstacles: These are measured through items reflecting factors that negatively impact the implementation and management of educational policies.

The validity and reliability of the scales were verified through multiple statistical analyses. The results showed that the data were free of unwanted overlap or duplication among variables, enhancing the accuracy of the analysis and conclusions. The table I of correlations and descriptive statistics between the research variables is shown as follows:

Table 1

Correlations and Descriptive Statistics Among Research Variables

Variable	Mean	SD	1	2	3
Policy Effectiveness	3.85	0.62	-	-	-
Adoption of Nafee (6/3) Model	3.72	0.68	**0.54	-	-
Challenges and Barriers	2.90	0.75	**0.38-	**0.42-	-

Note: $P < 0.01$**

It is clear from the table 1 Educational Policy Effectiveness: The scale consists of eight items measuring the clarity of educational policies, their applicability, and their impact on the educational environment to achieve sustainability. The Cronbach's alpha for the policy effectiveness scale was 0.82, indicating good reliability. Statistical analyses revealed good model fit indicators such as:

CMIN/df = 2.9, RMSEA = 0.05, CFI = 0.97, and TLI = 0.96.

Adoption of a Nafee (6/3) Model for Change Management: The scale included three main dimensions representing the model's basic stages: abandonment, adoption, and adaptation, and included a total of 15 items. The model adoption scale recorded a Cronbach's alpha of 0.89, reflecting high reliability. Validity measures showed good indicators such as:

CMIN/df = 3.2, RMSEA = 0.06, CFI = 0.95, and TLI = 0.94. Challenges and Obstacles in Policy Reengineering: The scale included 10 items that reflect the factors hindering the implementation of educational policies. Cronbach's alpha coefficient was 0.80, indicating good internal consistency. Validity measures showed adequate:

CMIN/df = 3.5, RMSEA = 0.07, CFI = 0.94, TLI = 0.93.

3.3 Analytical Strategy

Data analysis was conducted in three stages using the maximum likelihood estimation technique through the structural equation model (SEM) using AMOS software.

In the first stage, descriptive statistics, internal consistency coefficients (Cronbach's alpha coefficient), and correlations between variables were calculated. Next, a structural equation path analysis was conducted to assess the direct effects between the main variables in the model, which include the effectiveness of sustainable educational policies, the adoption of a useful (6/3) change management model, and sustainable challenges and constraints.

Before testing the structural equation model, a standard model was constructed that included the variables to be analyzed. The model's suitability was assessed using fit indices such as the chi-square value (χ^2), the ratio of χ^2 to degrees of freedom (χ^2/df), the root means square error of approximation (RMSEA), the standard means square residuals (SRMR), the recurrence index of analytical contribution (TLI), and the comparative fit index (CFI). According to Kline [28]. the following values are considered indicators of good to excellent model fit:

- χ^2/df less than 5
- CFI and TLI values above 0.90
- RMSEA and SRMR values less than 0.05 (and for acceptance, they can reach 0.10)

Finally, the mediating role of adopting a (6/3) model in the relationship between the effectiveness of educational policies and the challenges they face was analyzed. For this purpose, we used bootstrap analysis with 5,000 samples, where confidence intervals that do not include zero indicate statistically significant effects [24].

Reliability of the scales was calculated using Cronbach's alpha. A scale is considered reliable if its alpha is 0.60 or higher, and highly reliable if it exceeds 0.80.

4. Results

4.1 Preliminary Analysis

The mean score for educational policy effectiveness was 3.85 with a standard deviation of 0.62, indicating a relatively positive assessment by participants of the effectiveness of current policies.

The mean score for adopting Nafee (6/3) model for institutional change management was 3.72 with a standard deviation of 0.68, reflecting good acceptance of the model's implementation among faculty members and leaders.

As for the challenges and obstacles facing policy reengineering, the mean was 2.90 with a standard deviation of 0.75, indicating the presence of some challenges that may affect the change process.

Correlation results showed a strong positive relationship between policy effectiveness and the adoption of Nafee (6/3) model (r = 0.54**), meaning that the greater the adoption of the model, the greater the effectiveness of educational policies. On the other hand, there were statistically significant negative relationships between challenges and obstacles and both policy effectiveness (r = -0.42**) and adoption of a Nafee model (r = -0.38**), indicating that increased challenges negatively impact policy effectiveness and model adoption.

4.2 Basic Model Analysis

The basic model was evaluated using structural equation analysis (SEM) to determine the fit of the data to the hypothesized model of relationships between the main variables in the study: educational policy effectiveness, adoption of a Nafee model (6/3), and challenges and obstacles.

The results of the basic model analysis showed good fit indicators, with the chi-squared degree of freedom (χ^2/df) index reaching 2.8, which is below the acceptable limit (less than 3), indicating a good fit of the model to the data.

The root mean square error of approximation (RMSEA) value was 0.06, and the standardized root mean square residual (SRMR) value was 0.04, both within the acceptable limits (less than 0.08), enhancing the reliability of the model. The other fit indices were also high, with the Comparative Fit Index (CFI) reaching 0.95 and the TLI reaching 0.93, indicating a good fit of the model to the data.

All relationships between the variables in the model were statistically significant ($p < 0.05$), with positive correlations between the adoption of Nafee (6/3) model and policy effectiveness (β = 0.58), and a negative relationship between challenges and obstacles and policy effectiveness (β = -0.45).

These results confirm the validity of the basic model to represent the relationships between the main variables in the study, supporting its potential use as a basis for analyzing causal relationships in subsequent steps.

4.3 Mediating Role Analysis

The mediating role of Nafee (6/3) model for institutional change management and sustainable development on the relationship between challenges and obstacles on the one hand, and educational policy effectiveness on the other, was examined using bootstrap analysis with 5,000 samples. The results showed that Nafee (6/3) model plays a statistically significant mediating role between challenges and obstacles and the effectiveness of educational policies.

The indirect effect was positive and statistically significant, with the bootstrap confidence intervals not including zero, indicating the presence of a true mediating effect.

For example, the indirect effect was (β = 0.22, $p < 0.01$), indicating that adopting Nafee (6/3) model reduces the negative impact of challenges on the effectiveness of educational policies.

The results also showed that the direct impact of challenges on policy effectiveness was less in the presence of the mediating role of the model, confirming that the model contributes to mitigating the negative effects of challenges.

These results reinforce the importance of applying Nafee (6/3) model as a mechanism for managing institutional change and improving the performance of educational policies despite the presence of obstacles.

5. Discussion

The results of this research highlight the importance of Nafee (6/3) model as an effective framework for managing institutional change and sustainable development within the Faculty of Education at Alexandria University. Statistical analysis demonstrates that adopting this model significantly contributes to enhancing

the effectiveness of educational policies and mitigating the impact of challenges and obstacles that may hinder the process of reengineering these policies. This reflects the vital role played by integrated change management models, which rely on interconnected, gradual stages, in supporting educational institutions adapt to the demands of the times and the ongoing changes in the higher education environment.

One of the most important aspects demonstrated by the research is that the model acts as a powerful mediator between negative factors, such as resistance to sustainable change and administrative difficulties, and the achievement of the faculty's strategic goals. Adopting the stages of abandonment, adoption, adaptation, excellence, competitiveness, and digital transformation provides a structured path that allows academic and administrative leaders to overcome obstacles and implement policies in a systematic and flexible manner.

The results also demonstrate that the obstacles facing policy reengineering are related to cultural and organizational factors within the institution. For example, resistance from staff and faculty members who may feel insecure or anxious about losing control over some aspects of their work represents a significant obstacle that must be addressed wisely by raising awareness of the importance of change and providing the necessary support. Participatory leadership and transparent communication are key tools for fostering acceptance and commitment to change.

In addition, digital transformation emerges as a pivotal element in the stages of Nafee (6/3) Model, as the convergence of technology and change management constitutes one of the most important recent trends that help colleges enhance their efficiency and improve the quality of education. Digital transformation is not limited to the use of technology alone; it extends to updating management methods, developing staff skills, and reshaping policies to align with the requirements of the digital age. This enhances the institution's ability to quickly adapt to changes and increases the chances of sustainable change.

The results also show that adopting the model depends on a supportive institutional environment that includes ongoing training, providing resources, and motivating leaders to assume effective roles as change agents. Therefore, the process of reengineering educational policies must include comprehensive strategies for sustainable professional development, enabling faculty and leaders to address the challenges of change with confidence and competence. The research also emphasizes the urgent need to engage all relevant stakeholders in the change process, whether they are employees or beneficiaries of educational policies. Broad participation ensures that communication gaps or undue resistance do not occur, and it builds a shared vision that facilitates implementation and increases the chances of success.

On another note, it should be noted that the challenges and obstacles facing policy reengineering may change over time as the educational environment evolves. Therefore, it is recommended to establish mechanisms for continuous monitoring and periodic evaluation to ensure the faculty's ability to adapt to new variables. Such mechanisms help identify problems early and correct course before they escalate, enhancing the sustainability and long-term success of the change process.

Finally, the research results confirm that Nafee (6/3) model is a practical tool that can be effectively applied in educational institutions to achieve real and sustainable institutional change. The research highlights the need to adopt this model while fully adhering to the basic principles of change management, which will contribute to raising the quality of education and achieving sustainable competitiveness for the Faculty of Education at Alexandria University in light of the rapid transformations in the field of higher education.

6. Research Limitations

Despite the significant findings of this study, there are several limitations that should be noted that may affect the generalizability or interpretation of the results.

First, the study relies on a specific sample of faculty members and academic and administrative leaders at the Faculty of Education at Alexandria University, which may limit the generalizability of the results to other

faculties or universities with different educational and cultural environments. Therefore, caution is important when applying the findings to other educational contexts.

Second, the study used questionnaires and interviews to collect data. This may impose some limitations related to participant biases, such as socially desirable responses or misunderstandings of some questions. Furthermore, data collection relies on the opinions and statements of individuals at a specific time, which may not reflect subsequent changes or developments in policies or change management practices within the faculty.

Third, although Nafee (6/3) model provides a comprehensive framework for change management, the practical application of the model may face challenges that have not been fully captured in the research, such as individual differences among faculty members, or external factors that may influence the educational environment, such as government policies or economic conditions.

Fourth, the research focuses primarily on the institutional and administrative aspects without delving into the psychological or social aspects that may influence individuals' response to change, such as anxiety about job loss or resistance to change at the personal level, factors that can play a significant role in the success or failure of change processes.

Finally, the data were collected over a specific period of time, which may not reflect the long-term effectiveness of reengineered policies or the impact of Nafee (6/3) model over time. Therefore, future studies with longer timescales are recommended to track the impact of change over extended periods.

7. Implications and Conclusions

The results of this research indicate several important implications for educational administration within the Faculty of Education at Alexandria University, and extend to other educational institutions seeking to implement successful and sustainable institutional changes.

First, the research emphasizes the need to adopt a useful (6/3) model as a practical and flexible framework for change management. This model enables academic and administrative leaders to develop clear, phased strategies that are appropriate to the changing educational environment.

Second, it is important for educational institutions to recognize that successful policy reengineering is not limited to developing organizational procedures, but also requires effective management of human factors, particularly enhancing acceptance of change among faculty and staff through training and ongoing support. This requires the development of professional development programs focused on adaptive and innovative skills.

Third, the research emphasizes the importance of incorporating digital transformation into change management strategies, ensuring the effective integration of technology into all aspects of education and administration. This enhances operational efficiency and helps achieve academic competitiveness at the local and international levels. Fourth, the findings highlight the need to establish mechanisms for continuous monitoring and evaluation of the change process. This contributes to early identification of problems and corrective actions, ensuring the sustainability of change and the achievement of educational policy objectives.

Finally, the research emphasizes the importance of involving all stakeholders—faculty members, administrative leaders, and students—in the decision-making processes related to policy reengineering. This enhances transparency and builds a shared vision that ensures everyone's commitment to achieving the change objectives.

In light of the findings of this research, it is clear that Nafee (6/3) model for institutional change management represents an effective and applicable tool for reengineering educational policies within the Faculty of Education at Alexandria University. The model has demonstrated its ability to address the challenges and obstacles facing the change process, through gradual stages that ensure adaptation, excellence, and digital transformation.

The research demonstrates that successful change requires integration between administrative, technological, and human aspects, emphasizing the role of participatory leadership and effective communication to ensure acceptance and efficient implementation of change. The research also emphasizes the importance of a supportive institutional environment that prepares individuals to adapt to changes and enhances their skills and capacity for innovation, contributing to building a more competitive educational institution that is more suited to the demands of the times. Finally, adopting this model and its comprehensive vision can significantly contribute to improving the quality of education, enhancing institutional efficiency, and achieving sustainable development goals in the higher education sector. Therefore, it is recommended that this model be generalized and applied in other educational institutions, with future studies being conducted to evaluate its long-term impact.

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Conflicts of Interest

The author declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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