Letter to the Editor:

Accreditation for Higher Institutions in the Underdeveloped and Developing Countries: A Call for Action

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Dear Editor,

I am writing to highlight an issue that demands serious responsiveness by scholars and policymakers regarding the need for robust accreditation processes for several higher education institutions in underdeveloped and developing countries. Accreditation is a key step to ensure that our institutions meet global standards reports suggest that it serves as a tool to enhance the quality of healthcare and social care in particular[1].

The higher education system faces many inconsistent changes. These changes have led to considerable growth in private and public higher education systems over the last decades, particularly in underdeveloped and developing countries. On the other hand, the globalization of professions also affects higher education systems, both creating stronger pressures on institutions to deliver qualifications recognized in the international labor market and raising concerns over the comparability of the educational standards[2].

Sims et al. in March 2025 confirmed that there is a need to strengthen robust quality assurance by focusing on intensifying training for students and clinician-educators[3].

The previous study also highlighted that the use of accreditation for health care or medical education globally is determined by many factors, such as the country's economic status, politics, society, and culture. Most underdeveloped and developing countries are far from embracing accreditation as a process to achieve balanced quality assurance and quality improvement[4].

In these countries, the absence of effective accreditation systems among public and private institutions is a challenge that limits graduates' quality of education and overall academic experience. Most institutions or universities in underdeveloped and developing countries are

public, completely financed, and managed by their respective governments. However, the government in these countries also sets up and runs the accreditation bodies that are in charge of quality assurance. This is seen as a conflict of interest since these bodies should be free to take precise and objective quality assurance measures as part of their mission to improve the outcomes of higher education.

In numerous countries, accreditation bodies are absent. Where they do exist, they are often non-functional or lack an online presence. Even when websites are available, they are typically poorly designed and provide little accessible or valuable information for researchers or other interested parties. Furthermore, in some nations, the presence of multiple accreditation agencies creates confusion about which is officially recognized (Sudan) [5],[6]. In others, the agency's mission diverges significantly from the intended role of a proper accreditation body (Syria)[7].

So, it is crucial to consider an urgent need for strengthening accreditation processes as essential steps towards ensuring that our educational institutions in underdeveloped and developing countries maintain high standards, predominantly in fields such as healthcare, where the impact of quality of education is directly tied to public well-being.

The time to take action is now. We must encourage future professionals and foster sustainable growth by focusing on accreditation and quality management for our educational systems. As the global education landscape evolves, many underdeveloped and developing countries still face significant difficulties in setting up and sustaining standards for quality to ensure higher education. Subpar education and fewer career opportunities have left millions of students in developing countries vulnerable. When there is no proper accreditation, students may find themselves with degrees that lack global recognition. Such circumstances can negatively impact their career prospects and decrease the value of their education. Although many issues, comprising of limited resources, political instability, and lack of funds to support the educational system, were continuously faced by these countries, they ought not to serve as a reason for delay. There is an opportunity to reallocate funds and invest in education, ensuring it meets the needs of future generations while adhering to the establishment of robust accreditation bodies and frameworks.

Additionally, there is an imperative to open more collaboration in the future. Support is essential to provide guidance and resources to ensure that our institutions meet global standards, and it is time for governments, educational organizations, and international stakeholders to take quick and significant action through the development of valuable and meaningful accreditation processes to guarantee that our higher education systems help foster economic and social growth and boost career prospects.

Our educational system and authorities need to act now and work together to adopt effective accreditation measures to overcome the obstacles we face, and enhance the international partnership process, and make sure that the accreditation becomes a live, and continuous process that sets a route towards excellence.

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