



Quality Assurance in Higher Education in Maghreb Countries: current trends and challenges

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Outline

- The Region Map
- Why Quality of Higher Education is so Important in Maghreb Countries?
- A short description of Higher Education systems in Maghreb Countries
- The situation of Higher Education Quality Assurance in Maghreb Countries
- Challenges of Higher Education Quality Assurance in Maghreb Countries
- Conclusion

The Region Map

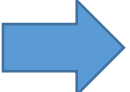
- The Great Maghreb region is a part of both Africa and the Arab world.



| Population (million) | |
|----------------------|------|
| Morocco | ≈ 34 |
| Algeria | ≈ 37 |
| Tunisia | ≈ 11 |

- In this study, the focus is on three countries: Morocco, Algeria, Tunisia.

Why Quality of Higher Education is So Important in Maghreb Countries

- **The Arab Spring:** Revolution for more democracy, and for political, economic and social change...
- **The importance of Higher Education:** Growing recognition for development and competitiveness.
-  The need for human capital and for effective research.



A short description of Higher Education systems in Maghreb Countries



| Indicators | MOROCCO | ALGERIA | TUNISIA |
|---|----------|-----------|---------|
| Number of students | 820,459 | 1,210,000 | 370,000 |
| Number of teaching staff | 18,537 | 52,824 | 22,000 |
| Enrollment rate in higher education (19-23 years) | 31.3% | 36% | 38% |
| Unemployment rate among university graduates | 32.2% | 30.5% | 31.2% |
| Launch date of the LMD reform | 2003 | 2004 | 2005 |
| Private sector (Number of institutions / Rate of student's attraction) | 200 (8%) | 22 (5%) | 34 (5%) |

Description

- Transformation from an elite to a mass Higher Education system.
- Implementation of a new type of institutions of higher education (universities and institutions with partnership).
- Problem of graduate employment.
- General adoption of LMD reform, with exception of medical and engineering programmes.
- Weak attraction of students by the private sector.
- Limited financial resources.
- Weakness of the internationalization dimension (attraction and mobility).

The Situation of Higher Education Quality Assurance in Maghreb Countries

Three ways to describe QA:

Current activities on evaluation and accreditation in Higher Education

Pilote experiences on QA under collaboration

QA Bodies

□ Current activities on evaluation and accreditation in Higher education

MOROCCO

Creation of Commissions

Tasks

Local level:

University Council, Institution Council.

Evaluation and accreditation of Training programmes and research entities.

National level:

- National Commission for Higher Education Coordination (CNCEC).
- Coordination Commission of Private Higher Education (COCESP).
- Coordinating council of institutions outside the university (CCERPU).

Evaluation and regulation relating to both training programmes and institutions.

The National Evaluation Body (independant), 2007.

Global and sectoral evaluation.

ALGERIA

Creation of Commissions

Tasks

Regional level:

Regional Evaluation Commissions.

Evaluation for licensing of Training offers
(Conformity with the specifications).

National level:

National Commission of Licensing.

Validation and licensing of the training offers.

National Evaluation Committee (CNE), 2012.

Internal and external evaluations of higher
education institutions.

TUNISIA

| Creation of Commissions | Tasks |
|--|--|
| <p>Local level: University Council, Scientific council of institution.</p> | <p>Evaluation for licensing of Training programmes.</p> |
| <p>National level:</p> <ul style="list-style-type: none"> ▪ National Steering Commission. ▪ National Applied License Commission. ▪ National Commission for the Basic License. ▪ National Sectoral Commission. | <p>Recognition and licensing of Training programmes.</p> |
| <p>National Committee of Evaluation (CNE), 1995 -2011.</p> | <p>Internal and external evaluations of higher education institutions according to certain criteria: namely, production and performance.</p> |

Description

- The creation of evaluation commissions to conduct several evaluation activities.
- Recognition and licensing of programmes and institutions (NOT in the logic of accreditation).
- Evaluation based on Input and output (Less attention to processes).
- Ineffective and failed evaluation system to provide a systematic analysis of performance (CNE, Tunisia).

❑ Pilote experiences on QA under collaboration

MOROCCO

TEMPUS PROJECTS:

- **Forevale (2005-2006):** Training for external evaluation in Morocco.
- **EVAL-UM5A (2005-2007):** Institutional Evaluation of Mohammed V University.
- **QAREM (2005-2008):** Quality Assurance in the Reform of Education in Morocco.
- **MUQ (2008-2010):** Management of the University by Quality.
- **AQI-UMED (2010-2013):** Reinforcement of internal quality assurance systems in Mediterranean HEIs.
- **RECET (2014-2016):** Strengthening Skills of Institutional evaluation.

OTHER PROJECTS:

- United Nations Development Programme (UNDP, 2010-2013): Evaluation of the regional programmes for Arab states.
- British Council, Bilateral collaboration, etc.

SEVERAL ACTIVITIES:

Internal evaluation / External evaluation / Capacity building / Development of quality framework

ALGERIA

TEMPUS PROJECTS:

➤ **TEMPUS AQI-UMED (2010-2013):** Reinforcement of internal quality assurance systems in Mediterranean HEIs.

OTHER PROJECTS:

The Agence Universitaire de la Francophonie (AUF), Bilateral collaboration, etc.

SEVERAL ACTIVITIES:

Internal evaluation

Capacity building

Development of quality framework

TUNISIA

TEMPUS PROJECTS:

- **EVQVA-MEDA (2005-2007):** Evaluation of engineering school.
- **Evafor-Tunisia (2006-2007):** Develop a system of evaluation and accreditation of Tunisian universities.
- **AQI-UMED (2010-2013):** Reinforcement of internal quality assurance systems in Mediterranean HEIs.
- **QUALYCERT (2010-2013):** Quality Assurance and Certification Procedures in the Higher Education System of Tunisia.

OTHER PROJECTS:

- United Nations Development Programme (UNDP, 2010-2013): Evaluation of the regional programme for arab states.
- The Agence Universitaire de la Francophonie (AUF), Bilateral collaboration, etc.

SEVERAL ACTIVITIES:

Internal evaluation / External evaluation / Capacity bulding / Development of quality framework

Description

- Morocco and Tunisia are very involved in collaborative projects in terms of quality assurance.
- Internal evaluation has been conducted much more than external evaluation.
- Weakness in communication, dissemination and perpetuation processes.
- There was no specific consolidation of these collaborative projects .
- A few number of institutions have had an international accreditation.

☐ QA Bodies

| | MOROCCO |
|---|---|
| Legal framework | The law 80.12 of the year 2014 |
| Denomination of the Body | National Agency for Quality Assurance in Higher Education and Scientific Research |
| Affiliation | Ministry of Higher Education |
| Date of creation | 2014 |
| Main Tasks and Goals of the Body | Evaluation and accreditation of Research units, Training programmes, institutions |
| Fonction | Continuous improvement |
| Works | <ul style="list-style-type: none">▪ In the Structuring Phase (organizational chart, internal regulations, Recruitment...).▪ Under the technical assistance provided by the EU. |

| | ALGERIA |
|---|---|
| Legal framework | Ministerial Order n°167 of 2010 |
| Denomination of the Body | National Commission of Quality Assurance Implementation in High Education (CIAQES) |
| Affiliation | Ministry of Higher Education |
| Date of creation | 2010 |
| Main Tasks and Goals of the Body | <ul style="list-style-type: none"> ▪ To assist institutions in the implementation of their quality approach. ▪ To conduct trainings in the field of quality. |
| Fonction | Support and accompaniment |
| Works | <ul style="list-style-type: none"> ▪ Training programs (2012-2013). ▪ Setting up a national framework for evaluation of institutions (2014). ▪ Starting the self evaluation of institutions (January 2017). |

| | TUNISIA |
|---|--|
| Legal framework | The 2008 higher education law |
| Denomination of the Body | National Authority for Evaluation, Quality Assurance and Accreditation (IEAQA) |
| Affiliation | Ministry of Higher Education |
| Date of creation | 2013 |
| Main Tasks and Goals of the Body | Evaluation, quality assurance and accreditation in Higher Education |
| Fonction | Labelization The status of “Public institution of scientific and technological nature”. (More autonomy) |
| Works | <ul style="list-style-type: none"> ▪ External evaluation of Virtual University of Tunis. ▪ External evaluation of National centre of research in materials sciences. ▪ Review of self evaluation of several institutions (in progress). |

Description

- Algeria is the only country that has not yet set up a quality assurance agency.
- The delay in the creation of QA bodies despite the existence of laws.
- No independence for QA bodies.
- A lot of work is done with quality assurance units at the university level (Algeria).
- Absence of the legislative framework for quality assurance units in institutions (Morocco and Tunisia).

Challenges of Higher Education Quality Assurance in Maghreb Countries

Increasing and improving



- The link between responsibility and accountability.
- The level of quality culture.
- The degree of transparency.
- The financial resources.
- The reliability of information system.
- The expansion of independence of QA bodies.
- The commitment of university leaders and all actors involved.
- The human capacity in terms of evaluation.
- The networking and collaboration between QA bodies.

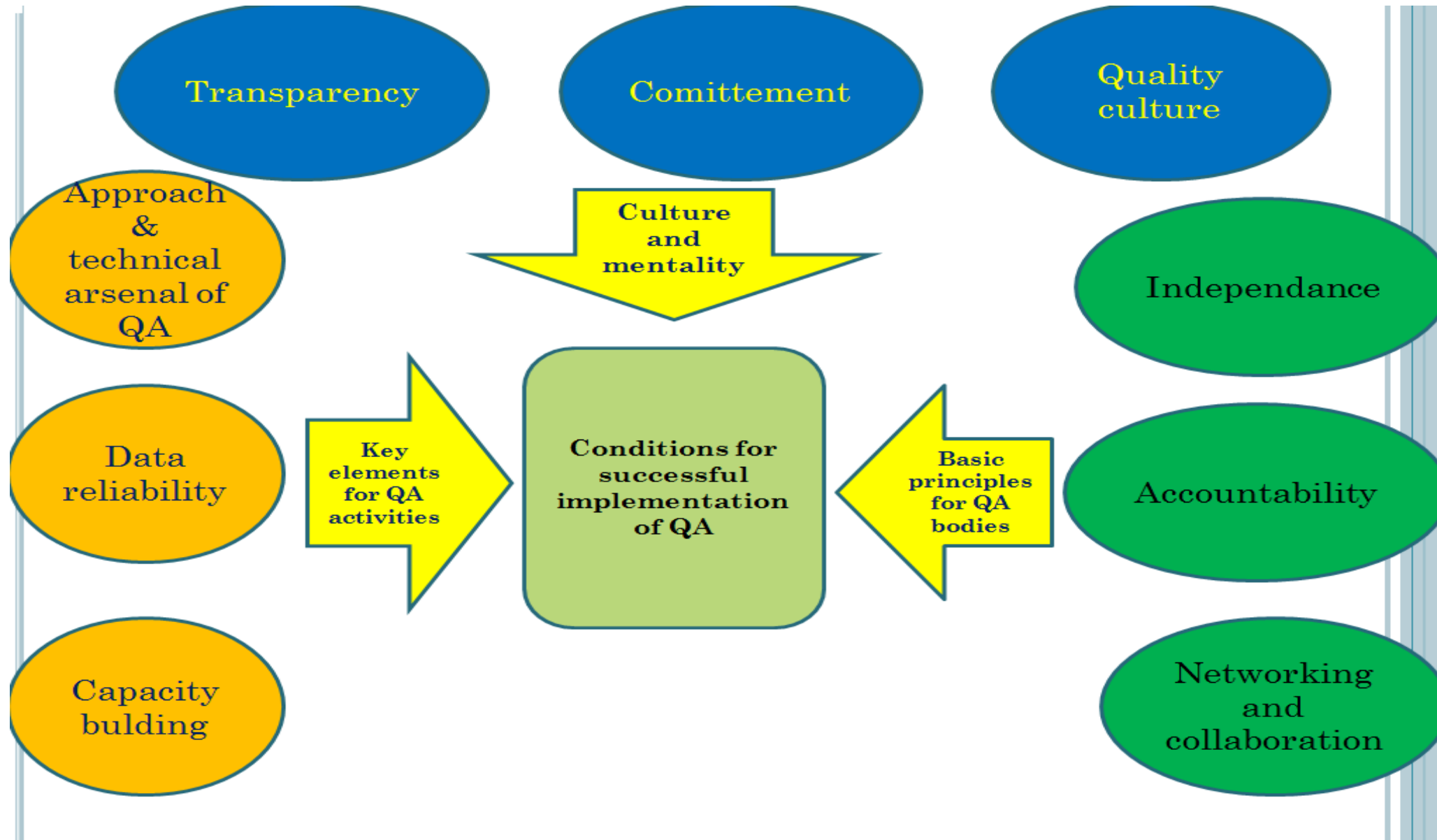
Conclusion



- Some efforts have been made on QA in Higher Education in Maghreb region.

BUT

- There is a long way to go for the successful implementation of QA.
- What are the fundamental sections of this way?



Thank You

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