HAQAA Training Course / Exchange Meeting
‘Developing a common understanding on QA in Africa’
Brussels, Belgium, 28-30 December 2016
Cologne and Bonn, Germany, 01-02 December 2016

AQRM AS TOOL FOR A PAN AFRICAN QA AND ACCREDITATION FRAMEWORK

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WHAT DO WE WANT, TODAY?

- Which universities do we target?
- Which students do we target?
- Which graduated do we target?
HOW ABOUT TOMORROW?

BECAUSE AFRICA CHANGES...

WE NEED STUDENTS AND GRADUATES THAT CHANGE AFRICA...
Few years back, the African Union (AU) initiated actions in partnership with the European Union (EU) to the African universities’ performance improvement, and one of those initiatives is AQRM.

Because...

« Today you need to run faster in order to stay in the same place. »

Paul Valery, 1935
Why the African Quality Rating Mechanism (AQR M) ?

- The need of African higher education harmonisation,
- The need to facilitate the comparability of qualifications and the mutual recognition of diplomas,
- Facilitating academic mobility,
- The guarantee, in a sustainable manner of quality, in terms of training scientific research and service to society,
- The desire to improve employability training at a local, regional, national, and continental levels,
- Reaching international recognition,
- The need to be prepared to adapt to an upcoming competitive environment.
The African Quality Rating Mechanism (AQRM): What is it about? [1/2]

- AQRM is a quality reference system for African higher education.
- AQRM is a tool that facilitates the quality improvement of higher education.
- AQRM has as a mission to establish an African system that ensures that the performance of higher education’s institutions can be measured against a set of agreed criterias.
The African Quality Rating Mechanism (AQRM): What is it about? [2/2]

- AQRM was adopted during the 3rd conference of Ministers of Education in the African Union (COMEDAF III) in 2007.

- The first version of the AQRM was validated by various stakeholders in African higher education gathered in Accra (Ghana) in March 2008, in co-tutorship with Association of African Universities (AAU).

- A second revised version was published in January 2014.

- This referential helps academic institutions carry out self-assessment to support the development of an institutional culture of quality.
Structure of Rating Referential AQRM

Institutional Level Part

- Governance and management [9 ref.]
- Infrastructures [8 ref.]
- Finances [6 ref.]
- Teaching and training [9 ref.]
- Research, publication, and innovation [10 ref.]
- Community and society engagements [7 ref.]

Programme Level Part

- Planning and programme management [8 ref.]
- Elaboration of teaching programmes [7 ref.]
- Teaching and training [6 ref.]
- Evaluation [6 ref.]
- Programme’s results [8 ref.]
How to Participate in the African Rating Quality Mechanism?

- **Application Opening**: At the African Union.
- **Universities wishing to participate**: Must apply (voluntary act with management commitment).
- **Confirmation from the African Union**: About the outcome of the application.
And how is it implemented?

1. Internal evaluation following the AQRM
2. Results of the self-assessment to be transmitted online on the AU website
3. External evaluation by 3 experts mandated by the AU for 3 days
4. Drafting on the report to be validated by the management of the institution (strengths, point requiring improvement, recommendations)
5. Submission of the external evaluation report to the AU
HOW ARE SELECTED EXPERTS?

Call for application from the African Union

Teachers who want to participate must apply and meet the admissibility conditions

Confirmation of the African Union of the success of the application.
1. Submission of internal evaluation reports to experts for consultation and preparation
2. Plan proposition for institutional evaluation
   - Plan validation for institutional evaluation by the university
3. Opening meeting chaired by the head of the evaluation team (reminder of the reference system used and of the perimeter evaluated)
4. Visit of the site covered by the evaluation perimeter (administration, classes, laboratories, libraries, etc)
5. Interviews conducted with both the staff and the students.
   - Request of documentay system verification and evidences
6. Closing meetings where both strengths and improvements are presented
7. Report writing (following the AU model)
   - Report validation by the president of the evaluated institution
How Do Experts Act?

- Visit, observe, and record observations (base of AQRM)
- Search of tangible proofs (base of AQRM)
- Converse, ask questions, and listen to different reactions (base of AQRM)
Who can apply and integrate the AQRM mechanism?

- Any African higher education institution that wishes to, the act needs to be voluntary.


- AQRM 2 in 2014: participation of 12 (?) African higher education institutions.

- AQRM 3 in 2017: (?)
FROM EVALUATION TO ACCREDITATION
(African Union Strategy)

(Woldetensae Y., 2015)
Two meetings were held in Accra (Ghana) in May (21-22) and July (29-30) 2015, in which the PAQAF gestation document was drafted and validated with the following structure:

- Mission
- Roles / Functions
- Relations of the continental agency with national and regional agencies.
- Involvement in the development of the continental reference system as regards quality assurance.
- Operational instruments for the PAQAF.
Summary

- **WHY?** FOR THE HARMONISATION OF AFRICAN UNIVERSITY SYSTEMS, CONTINUOUS IMPROVEMENT AND EXCELLENCY AS AN OBJECTIVE ...

- **WHAT?** THE INSTITUTION SETS THE OBJECTIVES TO BE ACHIEVED AND MUST PROMOTE A CULTURE OF EVALUATION AND QUALITY ...

- **WHO?** FROM THE COMMITMENT OF MANAGEMENT TO THE INVOLVEMENT OF STAFF, QUALITY CONCERNS ALL ...

- **HOW?** IMPLEMENTATION OF THE AQRM REFERENTIAL, INTERNAL AND EXTERNAL EVALUATIONS FOR A FUTURE PAQAF ACCREDITATION
CONCLUSION

Only a willingness to change through quality, in which teachers’ training will be continuous, evaluation will become a culture integrated into an overall strategy in which the needs and expectations of the stakeholders will be taken into account, inculcating future graduates freedom of thought and critical thinking, with specific, measurable, achievable and time-bound goals. That will put the African university on track to achieving excellence in teaching and research, which will be the bed of total quality in an environment conducive to the development of all actors, students, teachers, researchers, administrative and technical staff.
What if we change...

« THE WORLD HATES CHANGES, DESPITE BEING THE ONLY THING THAT ALLOWED IT TO PROGRESS »

Charles F. KETTERING
1876-1958
THANK YOU FOR YOUR KIND ATTENTION