National strategy to develop and manage Quality Assurance in higher education in Senegal

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Session 3
PLAN

Introduction

I. The construction of the national QA system

II. ANAQ-Sup: missions and organisation

III. Achievements at the national level and impacts

IV. Partnership and networking activities

V. Challenges and opportunities

Conclusion.
Introduction

Context of the establishment of the ANAQ-Sup

- Massification of students in Higher education institutions (HEIs)
- Involvement of technical and financial partners in the QA of higher education: World Bank, UNESCO, DAAD, UEMOA, etc.
- Creation of new public HEIs: Universities (face-to-face and remote), ISEP
- Rapid development of private HEIs
- Quality requirements of higher education actors and beneficiaries (EES, students, parents, companies, state, TFP, etc.)
I. The construction of the national quality assurance (QA) system

1. Context analysis (national and international)

2. Analysis of options in higher education: pedagogic reforms, governance reforms

3. Analysis of good practice – national and international (credibility, autonomy, transparency, etc.).
### Senegal's strategic choices:

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<th>1- National QA Structure:</th>
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<td>✓ financial autonomy, in its operation and in its management;</td>
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<td>✓ minimum standards;</td>
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<td>✓ scope: Public and private HEAs,</td>
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<td>✓ financing: state budget and cost-sharing;</td>
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<td>✓ public annual and evaluation decisions and reports;</td>
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<td>✓ Teaching first; research and innovation - after</td>
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<th>2- Goals</th>
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<td>✓ Improved governance;</td>
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<td>✓ Development of the culture of evaluation and QA;</td>
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<td>✓ Continuous quality improvement;</td>
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<td>✓ Testimony of the level of quality.</td>
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II. ANAQ-Sup: Missions and organisation (1/2)

Missions:

According to Decree No. 2018-1956 of 07 November 2018 on the Creation and Organisation of ANAQ-Sup (which replaces Decree 2012 - 837 of 07 August 2012), ANAQ-Sup is responsible for:

• Define quality standards to be respected by HEIs, their sectors and programmes, research and innovation centres and organisations;
• Design and implement a QA mechanism compatible with the objectives and requirements of higher education, research and innovation;
• Set up formal procedures and identify evaluation criteria;
• Provide technical advice to ministries, in particular the MESRI, on applications for the authorisation of HEIs to issue diplomas;
• Periodically evaluate HEIs, research and innovation centres/organisations and training programmes with a view to their accreditation/accreditation;
• Assist and accompany HEIs (implementation of IQAI system, conduction of self-assessment, etc.).
II. L’ANAQ-Sup: Missions et organisation (2/2)

Organisation:

- Governing Board
- Scientific council
- Executive secretariat
- Administratif and technical staff
  15 staff
II. L’ANAQ-Sup: Missions et organisation (3/3)

Resources humaines, financement

Human resources:
- Permanent staff: Executive secretariat, 3 technical divisions
- Évaluation Experts: PER and professionnels, trained in AQ

Financement:
- State budget of Senegal
- Technical and financial partners: World Bank, UNESCO, USAID
- Payment of institutions applying for evaluation
III – Activities at national level and impacts
III.1. Implementation of a management framework

- Governance bodies: Board and Scientific Council;
- Organisational chart and staff recruitment;
- Budget mobilisation and implementation;
- Development of management documents;
- Construction and consolidation of the identity of ANAQ-Sup (communication);
- Digital working environment (SIM-ANAQ/e-ANAQ);
III.2. Development of assessment tools

- Institutional evaluation standard;
- Program Evaluation standard;
- Evaluation standard for doctoral schools;
- Medical and Health Sciences Program Evaluation standard;
- FOAD institutional evaluation standard;
- FOAD program evaluation standard;
- Self-assessment guide;
- External Evaluation Guide;
- Appeal document;
- Charter of ethics.
III.3. Development of the quality assurance culture

- Sharing, validation, support and training meetings: more than 100 meetings held with HEIs, Governing board and Scientific board members, trade unions, students, civil society, the press, etc.;
- Installation of Internal Quality Assurance Cells (CIAQ):
- External experts: 215 trained experts including 135 academics and 80 professionals:
- Capacity-building of institutional actors in self-evaluation and self-assessment reporting;
- Practice of external evaluation by experts: over 1200 days – expert;
- Follow-up on recommendations from evaluations of computer and agricultural training programmes.
III.4. Institutional assessments for final approval

Overall:

- Number of admissible applications: 294 (public: 12 et private: 272);
- Number of external evaluations conducted: 181 (public: 11 et private: 170);
- Number of favourable opinions: 115 (public: 7 et private: 108) from 181 applications submitted to the Scientific Council, soit 63% (public: 100% et private: 62%).
III.5. Production and knowledge management

- Organization of training for staff;
- Training of external experts;
- Participation in workshops at the national and international levels;
- Establishment of annual meetings to share good practices between CIAQ officials of public and private HEAs;
- Organization of the first international symposium on QA in 2015;
- Special studies: state of play on professionalization with UNESCO;
- Annual reports on the quality of higher education in Senegal;
- Report on online and distance learning (FOAD) and institutional resilience during the pandemic;
- Self-evaluation and external evaluation of the agency after 5 years of training.
III.6. Impact at national level

- Development of the culture of evaluation and quality approach in HEAs;
- Development of national expertise in internal and external QA;
- Building confidence in the higher education system;
- Improvement of the regulatory framework of the ES system in favour of QA: law 2015-26 on universities, decree 2015-582 on the recognition of diplomas; Decree No. 2018-850 on the status of private higher education establishments;
- Support the 3FPT (TVET institution) to set up a quality assurance desk in technical education and vocational training;
- Collaboration with other ministerial departments: MEFP, Education for QA and qualification framework project;
- Harmonization of computer and management training programmes in collaboration with academic and professional associations
- Information for the public, especially in the choice of recognized courses and establishments: website.
IV.1. ANAQ-Sup Networking and Partnerships Activities

Since its creation, ANAQ-Sup has implemented a program of development of partnership activities, networking, sharing of good practices and participation in sub-regional, African and global initiatives.

- **Partnership agreements**: signing of collaboration agreements with several agencies in the sub-region and around the world:
  - National Authority for Quality Assurance in Education, Training and Research (ANAQ-Guinea);
  - National Accreditation and Quality Assurance Authority (NAQAA) of the Gambia;
  - Malian Agency for Quality Assurance of Higher Education and Scientific Research (AMAQ-Sup);
  - Mauritanian Authority for Quality Assurance in Higher Education (AMAQ-ES);
  - Conseil d'évaluation de l'Enseignement collégial du Québec (CEEC-Québec/Canada);
  - High Council for the Evaluation of Research and Higher Education (HCERES/France), etc.
Ⅳ.2 ANAQ-Sup Networking and Partnerships Activities

Networking:
ANAQ-Sup is also a member of several quality assurance networks and continental initiatives:

- Francophone African Network of National Quality Assurance Agencies (RAFANAQ); Chaired by ANAQ-Sup
- Réseau francophone des agences qualité pour l'Enseignement Supérieur (FrAQSUp); Vice-présidence par ANAQ-Sup
- African Quality Assurance Network (AfriQAN);
- CIAG (CHEA international Accreditation Group).
- Member of the ACQF Steering Committee
- Member of the HAQAA2 Steering Committee
V. Challenges and opportunities

- Synergies and pooling of the various QA and ENSUP initiatives in Africa;
- Sustainability of the activities carried out within the framework of the various initiatives and projects in Africa;
- Collaboration between the different linguistic regions;
- Harmonization of policies and practices in ENSUP and QA;
- QA in the face of the pedagogical transformation related to Covid 19 (development of the culture of resilience, in an emergency context);
- Establishment of an effective African QA space with a definition of roles and responsibilities at all levels (institutional, national, sub)regional and continental);
- Human and financial resources
Conclusion

Key success factors:

• Political support from the authorities;
• The credibility of procedures and tools and their conformity with global good practices;
• Compliance with QA's standards of ethics and professional conduct;
• The opportunity of QA for HEIs;
• The establishment of CPDs within universities with a focus on QA
• The collaborative approach;
• The support of HEIs in the QA development process;
• Adherence to and acceptance of mechanisms;
• The commitment and professionalism of external experts;
• Collaboration, partnership and networking
MERCI DE VOTRE ATTENTION!
Thank you for your attention!