NATIONAL QUALITY ASSURANCE AUTHORITY FOR HIGHER EDUCATION, RESEARCH AND INNOVATION - (ANAQ-Sup)- SENEGAL

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

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Session 3

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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

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Context of the establishment of the ANAQ-Sup

- Massification of students in Higher education institutions (HEIs)

- Major reforms in the Higher Education System: 2012-2017: CNAES, Presidential decisions in 2012-2020

- 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.)

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I. The construction of the national quality assurance (QA) system
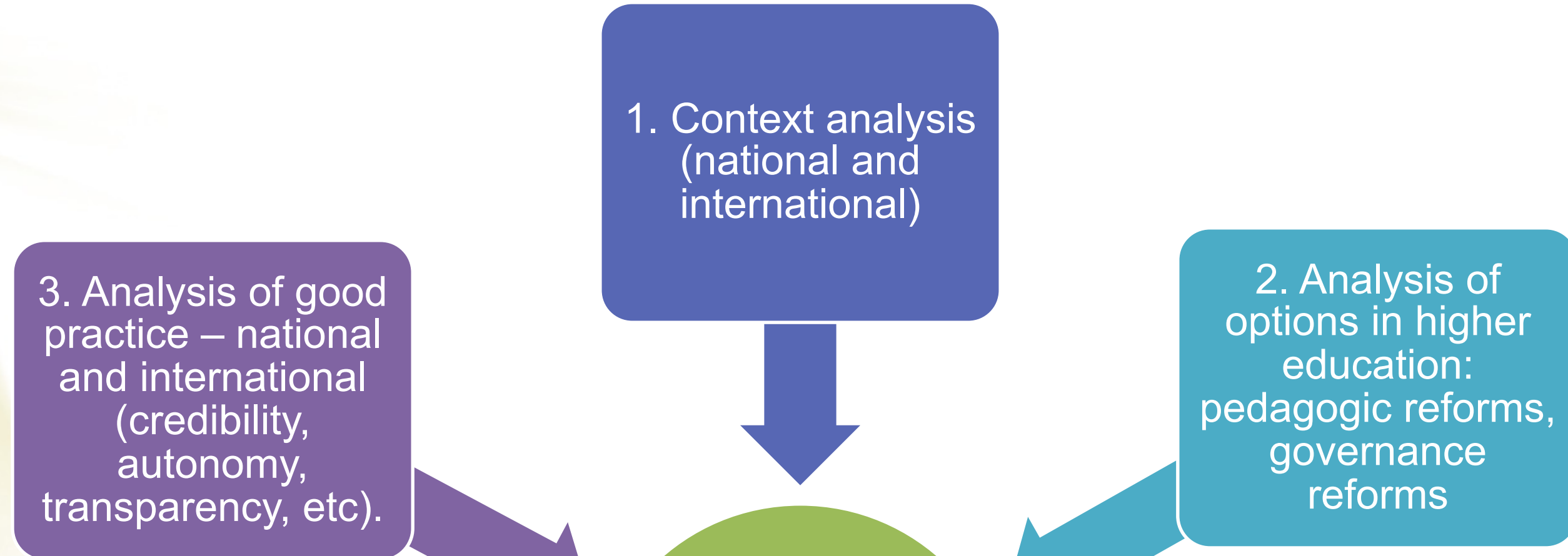
I. The construction of the national QA system (contin and end)

Senegal's strategic choices:

1- National QA Structure:

- ✓ financial autonomy, in its operation and in its management;
- ✓ minimum standards;
- ✓ scope: Public and private HEAs,
- ✓ financing: state budget and cost-sharing;
- ✓ public annual and evaluation decisions and reports;
- ✓ Teaching first; research and innovation - after

2- Goals

- ✓ Improved governance;
- ✓ Development of the culture of evaluation and QA;
- ✓ Continuous quality improvement;
- ✓ Testimony of the level of quality.

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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 :
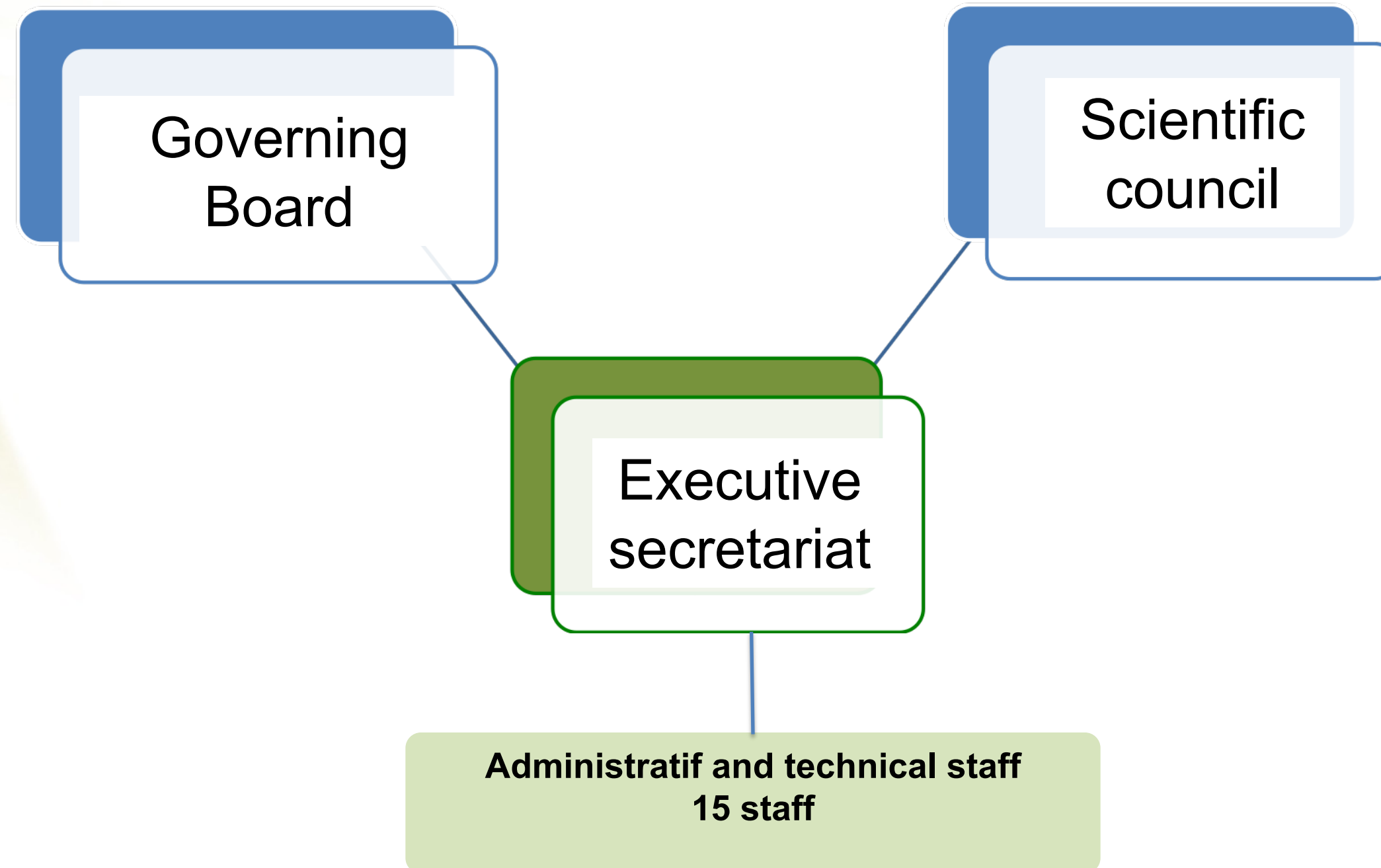
- Define quality standards to be respected by HEIs, their sectors and programmes, research and innovation centres and organisations;

- 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.).

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II. L'ANAQ-Sup: Missions et organisation (2/2)

Organisation:

Governing Board

Scientific council

Executive secretariat

Administratif and technical staff
15 staff

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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

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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);

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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.

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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.

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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.

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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.

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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.

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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

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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

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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

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MERCI DE VOTRE ATTENTION!

Thank you for your attention!