

Accreditation standards in Algerian universities: portal for openness on quality

معايير الاعتماد الأكاديمي في الجامعات الجزائرية: بوابة الانفتاح على الجودة



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Abstract :

In the context of ensuring efficient outcomes in higher education institutions, it was necessary to go about setting standards for quality practices and activities occurring within universities, and that to keep up with the various changes and work to adapt to the various updates, thus all Algerian universities went one way or another to apply These international standards to ensure consistent output and requirements of society on the one hand, as well as securing accreditation on the other hand, we will try through this paper examine the problematic implementation of these standards in Algerian universities. This study has a set of results that accreditation standards are international standards contained in international university rankings endow, as Algerian orientation to implementing these standards remains limited in the absence of the will to change, and therefore they need an environmental analysis and Implementation.

Key words : Academic quality standards; Higher education in Algerian universities; The output of higher education.

ملخص:

في إطار ضمان مخرجات ذات فعالية في مؤسسات التعليم العالي، كان من الضروري التوجه نحو وضع معايير لجودة الممارسات والأنشطة الحاصلة داخل الجامعات، وهذا لمواكبة مختلف التغيرات والعمل على التكيف مع مختلف المستجدات، وبذلك نجد جل الجامعات الجزائرية قد توجهت بشكل أو بآخر لتطبيق هذه المعايير الدولية لضمان مخرجات تتماشى ومتطلبات المجتمع من ناحية، وكذلك ضمان الحصول على الاعتماد الأكاديمي من ناحية أخرى، وسنحاول من خلال هذه الورقة البحثية دراسة إشكالية تطبيق هذه المعايير في الجامعات الجزائرية.

وقد توصلت هذه الدراسة إلى مجموعة من النتائج، مفادها أن معايير الاعتماد الأكاديمي هي معايير دولية تضمن تصنيف الجامعات في المصاف الدولي، كما أن التوجه الجزائري لتطبيق هذه المعايير يبقى محدودا في ظل غياب الإرادة في التغيير، وبالتالي فهي تحتاج إلى تحليل بيئي وتطبيق فعلي.

الكلمات المفتاحية: معايير الجودة الأكاديمية؛ التعليم العالي في الجامعات الجزائرية؛ مخرجات التعليم العالي



Introduction :

The acquisition and spread of knowledge is a fundamental pillar in the progress and development of societies, developed countries have become invested as new resource is competitive, capital and knowledge acquisition process for individuals with group stages and levels of the higher education as the transmission of The reception phase to the production phase, it acquires a characteristic substrate and fundamental pillar of the knowledge economy. Since higher education pillar was necessary to develop frameworks and standards for measuring quality, by relying on static cursors specify minimum and maximum quality certificate, and entering the domain of classifying higher education institutions, these indicators include all parties Actors in the process of cognitive faculty; programmes; administrative body; his request, all these indicators determine the quality and effectiveness of producing knowledge and goals

The importance of the subject:

this topic is gaining importance of dynamic nature; where under the heading towards knowledge economy became necessary attention to research centres and universities, and create consistent standards stimulate quality knowledge produced, in order to keep up with modern day variables necessary to search those standards And how to apply them and to seek a realistic portrayal in various institutions of higher education to ensure maximum advantage in producing knowledge.

The central question:

How can standards of quality in higher education determine and guide the knowledge produced?

Sub-questions:

- what is a destination for higher education and education quality?
- What are the criteria for the quality of higher education?
- What are the constraints that inhibit the application of quality standards in higher education?

Hypothesis:

Serious commitment to quality standards in higher education ensures the quality of productive knowledge.

To answer the questions and test the validity of the hypothesis, we divided this paper into the following elements:

- **The first axis:** A conceptual approach to higher education and the quality of education
- **The second axis:** Quality standards in higher education in Algerian universities
- **The third axis:** Obstacles to the activation of quality standards in higher education in Algeria.
- **Conclusion**

The first axis: A conceptual approach to higher education and the quality of education:

First: Higher education:

Education at all levels is an essential foundation for acquiring knowledge and developing skills, we find it works on employ this knowledge service and community development, so higher education includes all types of studies or research-oriented training, which is after the secondary level at the level of a university institution or other educational institutions, recognized by the state authorities as institutions of higher education, we focus of this research paper is on universities.

University word derived from the word **Universtas**, which means the union or assembly that includes the most powerful families, which has influence in the political sphere, on the other hand it has been defined as a productive enterprise; works to enrich knowledge and develop technologies and the creation of competencies, through the use of human scientific accumulation in various scientific, administrative and technical fields¹.

In another definition we can say it is an education beyond high school, specifically that provided by colleges and graduate schools, and professional schools², so it is an institution for higher learning with teaching; and research facilities typically, including a graduate school and professional schools that award master's degrees and doctorates³.

The educational institution that provides students who have a secondary education certificate, education in theory; knowledge; and culture adopts ideological, and humanistic foundations accompanied by vocational training it aims to ensure quality outputs contribute to the resolution of vital issue⁴.

Second: The quality of higher education

Before talking about the quality of higher education it was necessary to talk first about the concept of quality, which have many definitions:

- **Quality as exceptional:** quality is exclusive; unique; distinctive; self-evident, quality is achieved when standards are surpassed.
- **Quality as perfection or consistency:** quality is exclusive; process-focused and based on specifications being met perfect. and characterized by notions of no faults; and getting the things right first time.
- **Quality as fitness for purpose:** here we find that quality is inclusive measured against the objectives or purpose, hence a focus in effectiveness.

¹-Tarik Ibrahim, **The philosophical act in Algerian society - the concept of values as a model**, Article on the link: https://dspace.univ-ouargla.dz/jspui/bitstream/123456789/2200/1/Brahimi_tarek.pdf, 17/3/2017, 8:32.

² - Higher education, Article on the link : <http://www.dictionary.com/browse/higher-education> , 15/4/2017, 18:30

³ - Higher education, Article on link : <http://www.thefreedictionary.com/university>, 12/4/2014, 12:45.

⁴ - Tarik Ibrahim, Ibid.



- **Quality as value for money:** here we talk about value based with a focus efficiency which connected to accountability.
- **Quality as transformation:** linked to focus on qualitative value-added change, in addition to focusing on the process improvement¹.

While quality in higher education received many attention and definitions, such as the one expert by the professor and the academic **Brehan** 1993; where quality of education is known as the process of focusing on effective learning and teaching methods, which consistently supports the abilities of learners and their diverse talents to acquire the necessary knowledge and practical skills and applied behavior; resulting from a developed intellectual system and suited to the needs and challenges of the era, with a view to graduating educated generations able to make a decision, help themselves and others to solve problems, and finding innovative solutions to thorny issues, with a safe environment for education, creativity, health and positive interaction between different educational segments and the surrounding community².

In another definition we can say that the quality of higher education is multidimensional, multilevel, dynamic concept that related to the contextual settings of an educational model to the institutional mission, and objectives as well as to specific standards within a given system; institution; programmers; or discipline, this term is also found in different meanings along the lines of the understanding of various interests of different constituencies, or stakeholders in higher education³. It was also defined by the higher education quality assurance Committee

“as procedural and regular examination of institutions and its academic programs, to measure methodology in terms of the suitability of planned arrangements to achieve its objectives, implementation in terms of compatibility of actual practice with planned arrangements, and results in terms of achieving arrangements and procedures for the required results, with presence of evaluation and review in terms of the institution's education and improvement, through its own assessment of arrangements, methods, implementation and results.”⁴

Thirdly: Higher education function

Higher education has a range of functions represented in:

1- Educational function:

This terms have several meanings:

It may mean education that comes spontaneously from the influence of the environment; it is a kind of undirected "natural" education, that is different from the deliberate, goal-

¹ - Lisa Brockerhoff and others, **Quality in Higher Education: A literature review**, Belgium:center for Higher Education Governance Ghent University, February 2015, p 4.

² - **Definition of quality in education**, on the link: <http://mawdoo3.com/%D8%AA%D8%B9%D8%B1%D9%>

³ - Adina-Petuota Pavel, **The importance of quality in higher education in an increasingly knowledge-Driven society**, international journal of academic research in accounting; finance and management science volume2; special Issue 1, (ISSN: 2225 8329), 2012, p123

⁴ - Zine El-Din Broush, Youssef Barkan, **project implementation of the Quality Assurance System in Higher Education Institutions in Algeria**, (The Second Arab International Conference for Quality Assurance of Higher Education, 2012), p810.



oriented education, that is directed by man. in another definition it is a basic process in shaping a human, it should include a combination of controls, the teacher has to consider functional education that is present everywhere and at all times, and its essence the mutual influence of the members of society and of their lifestyles¹. Learning in higher education is the first function of higher education institutions, through the preparation of cadres in various fields; scientific, technical, professional and administrative², so this function relates to knowledge acquisition for future implementation, therefore it is the stage of gathering knowledge and forming experiences.

2- the function of scientific research:

this function may defined as systematic; controlled; empirical and critical investigation of hypothetical propositions about the presumed relations among observed phenomena³, this is a general definition of various sciences; where the function of scientific research is one of the most important functions of higher learning, after the process of learning and acquisition of previous experiences and knowledge, where we can be identified as the organized intellectual process conducted by the researcher for the purpose of fact-finding on a particular issue, through using organized scientific methods to reach results that reflect appropriate solutions to the problem, and suitable for generalization on similar phenomena, thus scientific research is the process of producing new knowledge⁴.

3- Community service:

Considering that the university operates in an integrated environmental environment, it was necessary to adapt them in a way that would enable them to provide for the needs of society; by focusing on the required disciplines⁵, Thus; interaction with the external environment and labor market requirements is an urgent necessity; ensuring that higher education outcomes are in line with community input, because all institutions operate within each harmonic that requires constant interaction, and keep abreast of the various changes, let alone adjust strategies if necessary.

Fourthly: The importance of quality in higher education

Tracking the quality approach in higher education is an urgent necessity to keep up with the developments of the era, where knowledge has become very important, so we became talking about the quality of knowledge, and not just collectable, therefore; the implementation of the quality system in higher education is of great importance:

- Raising the level of knowledge; skills; psychological and social students.
- Raising the efficiency and level of performance of teachers and administrators.

¹-Yehudah Zeilberger, **Functional Education,** on the link : <http://www.math.rutgers.edu/~zeilberg/family/EncKhi1.html>

²- Nawal Nemouri, **The efficiency of teacher staff and their effect on the quality of higher education,** thesis of Majster's Degree, specialty: Human Resources Management, University of Constantine, 2012, p31.

³ **Scientific research,** on the link: http://www.pathways.cu.edu.eg/subpages/downloads/Research_Chapter_1.pdf

⁴- Nawal Nemouri, Ibid, p31

⁵- Ibid, p 32.



- Participation of all members of the university in decision-making and development away from centralization.
- Achieving a qualitative leap in the educational process and attention to the performance component and results.¹

The second axis: Quality standards in higher education in Algerian universities

The process of measuring the quality of higher education in universities includes a set of criteria, where it is possible to know the order and location of the university:

First: a standard linked to the teaching staff:

This term refer to professional personnel directly involved in teaching students, including classroom teachers; special education teachers; and other teachers who work with students as a whole class in a classroom, teaching staff also includes chairpersons of departments whose duties include some amount of teaching².

factors affecting the quality of the teaching staff

The quality of the faculty is linked to a set of influences, that can be divided into internal influences and external influences, which are summarized below:

A-Internal factors:

These factors are under the general framework of the university and are mainly related to the formation of the university professor according to a series of steps :

- **Preparation:** is a tribal process that precedes the service, aimed at capacity development in skills recruitment and knowledge provision.
- **Training:** the continuous formative process that the professor receives while performing the service, the aim of this process is to keep pace with the developments, that may occur in the curricula and teaching methods.
- **Ability to scientific means:** keeping pace with the various changes that occur requires adjustment to the means used; in the area of education, the element of openness and innovation in the means used is an urgent necessity, as a component of the classification of universities in terms of quality and speed of information transfer³.

These internal elements are interrelated and linked to the quality assurance of the teaching staff , but its availability in Algerian universities remains somewhat limited, whereas under the absence of a culture of training and keeping abreast of developments, there can be no quantum leap in knowledge transfer, circulation and research, not to mention that these

¹ - Amjad Kassem, **Total quality in education ... its definition, importance, principles and objectives**, 2012, on the link: <http://al3loom.com/?p=4435>, 14/01/2017, 15 :30.

² - **Teaching staff**, on the link: <https://stats.oecd.org/glossary/detail.asp?ID=5437> , 20:44, 14/04/2017.

³ - Laila Zarkan, **Proposal to build a training program for university teacher staff in light of quality standards in higher education at Setif University**, PhD thesis, specialty: Management Educational, University of Setif, 2013, p 133-134.

processes themselves require a large budget, and Algerian institutions of higher education can not provide and fund such measures periodically.

B-External factors:

On the grounds that the teaching staff does not exist in a vacuum isolated from its external environment, the latter had an impact on the profitability and quality of the professor from several angles according to the following variables:

- **Wages:** all remuneration; earnings; allowances; tip and service charger, however designated or calculated; payable to an employee in respect of work done or work to be done¹.
- **Residence:** housing is another influential element in addition to remuneration, because low wages affect access to adequate housing, which makes the professor always perplexed.
- **Transportation:** the element of pay also affects the possession of a special means of transport if the residence is away, thus; affecting the performance of its functions and its arrival in a timely manner².

For Algeria, whose regions are diverse among the preferred areas of work, namely the northern regions in general, and the less polarized areas are generally the southern regions, this differentiation is created by the lack of incentives to work in such areas, so we find the university teacher in the desert areas working in a more difficult environment than the northern environment, therefore; he need a high wage and provide various facilities needed to ensure the survival and quality of performance. the pursuit of quality of the teaching staff means not isolating it on the whole environment, because the teacher as a mechanism for the transfer of knowledge and a component in the quality of higher education, linked to a range of other social variables, and working to meet their social needs simplifies the course of quality in higher education.

Second: a standard related to the quality of educational programs

The educational programs are programs determines the learning process in educational institutions, but linking the concept to the term quality, gives us a thorough and profound concept of educational programs.

We find many researchers know the quality of the education programs through its advantages as inclusiveness, depth and flexibility, it is therefore looking for a refreshing and stimulating element which makes them far removed from the element of indoctrination³.

¹-Without an author, **Weges**, on the link: <http://www.labour.gov.hk/eng/public/wcp/ConciseGuide/03.pdf> , 15/04/2017, 8:41.

²- Laila Zarkan, Ibid, p 135

³-Saliha Regad, **Implement the quality assurance system in Algerian higher education institutions**, PhD thesis, University of Setif, 2014, p 47.

In view of Algerian universities and their teaching programs; we get to a range of results:

- For programs that meet market requirements, did it really the choosing of specialties are according to this standard? we find that many specialties are marginalized in Algerian society, not because of its inefficiency but because it is not accepted in the labor market as the specialtie of Law and Political Science, and here lies the question: on what basis students are directed? this question raises many problems, it was therefore necessary to review the guidance standards, as well as the criteria for admission to the labor market, so as not to exclude specialties compared to others.
- For the the complementary relationship in knowledge transfer, it's known that the LMD system is based on this basis, but what is noticeable in most Algerian universities is the lack of awareness and awareness of the content of this system, which hinders its full implementation, so it was necessary to hold induction courses in the LMD system for teachers and students to know how to implement it.
- For the using of curriculum and modern mechanisms in the educational process, despite its importance and great assistance, we find that many Algerian universities are still arrear from the using of modern technology and the internet, while others use it because of their important, it is standard for classification in quality, for more illustrate, we take an example: dissemination of the exam points at the university site, in this example the problem has two angles, either from the point of view of an inefficient and unknowable employee on how to use modern technology tools, or by the recipient who is a student, who may be opposed to using the university site to find out its points, or to see the various news related to scientific research at his university.

Third: a standard related to the quality of the student

The student is considered an important element in the educational process, hi is the customer who receives the service and knowledge, while at the same time the produce, which contributes to community development, thus; the quality of the student requires the following:

- Number of students suitable for teaching staff member.
- The existence of interest in participating in the various decisions that concern him.
- The student's knowledge of the University's mission, programs and positions.
- The existence of the spirit of discussion within quotas opens up a space for knowledge development¹.

Considering to the way of choosing students their specialties in Algerian universities, we find it a method that does not depend on fixed standards, where we find a large number of students in certain specialties, and a very small number in other; so it was necessary to adjust the number criteria for all specialties, to ensure there is no crowding in some specializations.

Fourth: a standard related to the quality of educational administration

The standard of quality educational administration includes a set of elements associated with each other, and guaranteed quality within the university, these elements are:

¹- Saliha Regad, Ibid, p46.

- **Planning:** there are many definition for this term, of which defined planning as a process by which an individual or organization decides in advance on some future course of action, or the process of determining how the organization can get what want and go where it wants to go, or in another definition is involves selecting from among alternative future courses of actions for the organization as a whole and for every department or section within it ¹.
- **Organization:** structure through which individuals cooperate systematically to conduct the aims, according to the participation². So the process of organization Targets the order of actions according to a range of functions, To achieve predefined goals.
- **Supervision:** is a process which aims to support, assure and develop the knowledge, this process provides accountability for both the supervisor
- and supervisee in exploring practice and performance, so it sits alongside an organisation's performance management process with particular focus on developing people in a way that is centred on achieving better outcomes for people who use services and their carers³.

About the quality of administration in Algerian universities, the various partial elements of planning, organization and control, are already available, but universities are not in the global rankings, this is either for its formal application without the existence of spirit and substance practices, or the lack of political and administrative will to change and improve the level of Algerian universities.

The third axis: obstacles to the activation of quality standards in higher education in Algeria

The process of setting quality standards in higher education in Algeria universities is suffering from a set of obstacles, hinder the smooth and effective movement of the process, represented in:

- The output of higher education not adapting the labour market needs:

There is no harmony between national needs and requirements, because of the absence of correlation between academic and practical learning outcomes skills, and the lack of institutional coordination methodology between the output of higher education and the requirements of the local and regional market.

- The curriculums:

The problem of the current curriculums is have the lack of courses that help develop intellectual skills, such as analytical thinking, communication, leadership, and institutional initiatives, this problem hinders creativity and innovation.

¹-Without an author, **Planning and controlling: Basic concept of planning**, on the link: http://www.pathways.cu.edu.eg/subpages/downloads/Planning_Chapter_1.pdf, 16/04/2017, 20:13.

² - Gary N Mclean, **Organization Development Principles; Processes; Performance**, Berrett-Koehler Publishers, 2005, p 2.

³ - **Supervision**, Leadership learning pathways for Scotland's social services, p 1, on the link: http://www.stepintoleadership.info/assets/pdf/what_is_supervision.pdf, 20/04/2017, 11:21.



- **Financial challenges:**

In this challenge we can include the low budgets of universities and low spending on tertiary education, and lack of financing the activities that aim to develop a comprehensive strategic plan for higher education outputs which prompted universities to rely on their own limited resources and so dented its output.

- **The low level of educational process:**

In this element we find the admission policies lack of harmonization between studied disciplines and the labor market, where the rate of high school is the only factor taken into consideration for admission to academic programs, so customizing special admission policies for some social groups has led to a lack of uniformity in the criteria for admission.

- **the challenge of teaching staff members:**

that relate at difficulties to provide faculty members with specialties and expertise.

- **Challenge related to Scientific research:**

The problem her is focusing on theoretical research rather than focusing on applied research, which investigating the payoff and weak spending on scientific research, beside that the absence of clear regulations and stimulating career scholar dedicated to research and development, may cause many researchers prefer to stay in universities.¹

- **Challenges in management:**

We talk her about the lack of harmony between the style of university management and the requirements of the development of modern higher education institutions, and the lack of strategic planning, beside that the weak guidance and counseling for students in universities and college².

Conclusion:

Quality in higher education is among the most important issues of concern to the higher education sector, and that to keep up with developments in the times and ensure the artist among universities with accreditation, so it was necessary to work on the development of higher education quality standards application store in Algerian universities to ensure a qualitative leap towards accreditation

Despite the various efforts made by Algerian universities higher education quality, but its results are limited to a certain extent, this is due to several reasons related to the culture and the Faculty and administration of second hand, and students of the other, but this does not preclude further efforts implementing standards according to plan to ensure initially configure the clear perception of the importance of accreditation and the importance of these standards, in keeping with the various developments of the times, because the continuity of the resistance to change is one of the first stations to failure to implement.

¹ - Mozamel M. Saeed, Abdulwahid A. Fadlallah, **Challenges Facing Quality Application in Higher Education Institutions in Sudan**, International journal of innovative technology and research, Volume No.3, Issue No.6, October - November 2015, p 2489-2490

² -Ibid, p 2491.

Results:

- Standards of academic accreditation are fixed standards, helps to classify universities internationally according to the quality of their education.
- The new orientation of Algerian universities as part of the implementation of the quality system in higher education, insufficient in the absence of a will to change and an actual commitment to practice, because the assumption without persuasion generates the problem of resistance in change.
- Implementation of international accreditation standards in universities requires the introduction of sections according to each standard, to ensure the integrity of the quality of educational outputs.
- The process of environmental analysis is an important process for institutions of higher education, because they contribute to identifying internal strengths and weaknesses, and opportunities and external threats, in a way that allows them to invest in their strengths to seize opportunities.

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