Quality Matters

In this Issue

Quote of this issue

"Education, education, education"

**King Abdullah II
of Jordan (CNN)**

This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St Mary's University College (SMUC). The Objective of the newsletter is to inform the SMUC community as well as interested public, private, non-governmental stakeholders about the activities and endeavors of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

- -

Tel.251-11-553 79 99, or
251-11-553 80 01 Ext. 145
P.O.Box:1211
Email: ceirqa@smuc.edu.et
http://www.smuc.edu.et
Addis Ababa, Ethiopia

St. Mary's University College Hosted Three Research Events in 2003 Academic Year

The Research and Knowledge Management Office (RAKMO) of St. Mary's University College (SMUC) sponsored and hosted three different annual research events in the 2003 academic year.

The office has successfully accomplished the ninth national conference on Private Higher Education Institutions in Ethiopia under the major theme of "The Role of Private Higher Education Institutions in Human Capital Development to Achieve the Ethiopian Growth and Transformation Plan". In this day-long event, close to 250 participants that came from private and public higher education institutions, government and non-government organizations, national and international research organizations, and country representative from the International Financial Corporation (the private wing of the World Bank) have participated. In the conference, 16 research papers were presented followed by scholarly debate among participants.■

From the Editorial Desk

In many developing countries, including Ethiopia, the demand for higher education shows an increasing trend. In these countries, access to higher education, quality of the education provision, equity and effectiveness have been the focus of discussion and viewed as a serious problem.

To tackle, if not to reduce the problems mentioned above, a considerable number of countries are taking remarkable measures such as expansion of the sector, liberalization of the education policy, establishing systems to assure the quality of the education provision.

In Ethiopia, to overcome these problems, the Federal Government has designed successive education sector development programs (ESDP I-ESDP IV) and has started to implement it since 1997/1998.

Since the implementation of the education sector development program, the most remarkable measures taken in the higher education sector in Ethiopia, to mention some, are the expansion of higher education institutions, permitting private investment in the higher education sector, allowing distance and open learning in the sector and implementation of the affirmative action. Due to these actions and liberalization of the education policy access to education at all levels has improved significantly in the country. Similarly, the establishment of the Higher Education and Relevance Quality Agency is an outstanding measure taken by the government to safeguard the quality of higher education provision.

Access to higher education and quality of the education provision are becoming the center of discussions in the Ethiopian higher education sector. Academicians and professionals are welcoming the government's effort to meet the demand for higher education. However, they have reservations in placement of students to the higher education institutions.

It is well-documented by research database that governments in developing countries would fall far behind in achieving access if they rely on tax payers resources. While the efforts made to expand public universities is commendable, it still requires the involvement of private HEIs. The issue is instilling the issue of quality in the minds of the leaders of both public and private HEIs.

The process of assuring quality presupposes collaborative work by all stakeholders: HEIs, government, and business and industry. Unless there is all-embracing fora to share experience on quality and unless there is a structured set up of quality in every HEI, the goal of achieving quality will hardly be met.

Generally, to assure access to higher education without compromising the quality of education provision, the country should exploit any mode of higher education provision.

It is with that note of caution that this edition, has included a perspective on Quality and WTO Accession of higher education sector, the ABC Total Quality Management in Education and a research review in relation to Globalization and Higher Education.■

News

SMUC graduated more than 3000 students in July 2011

St. Mary's University College graduated a total of 3, 444 students in degree, diploma and certificate programs in various fields at the exhibition center on the 30th of July 2011.

The guest of honor, Prof. Yewoynhareg Feleke, from the School of Medicine (College of Health Science), Addis Ababa University gave concluding remarks and conveyed words of congratulations.

Similarly, Indra Gandhi National Open University (IGNOU) post- graduate joint program, which operates in partnership with SMUC, graduated 285 students in seven fields of studies for the 3rd time on the 9th of July 2011 at the Hilton Addis.

Mr. Khanduri, on behalf of the honorable Indian ambassador, Bhagwant S. Bishoni, gave concluding remarks and passed congratulatory message to the SMUC-IGNOU post graduate program graduates. In the meantime, he announced two scholarship awards to St. Mary's University College as was the case last year.

At the opening of both graduation ceremonies, a welcoming speech and congratulatory message was conveyed by Ato Wondwosen Tamrat, Assistant Professor, Founder and President of St. Mary's University College.■

HERQA accredited two new programs of SMUC

Higher Education Relevancy and Quality Assurance Agency (HERQA) accredited two new undergraduate programs: Information Technology and Information Systems, on September 20, 2011. The new programs are to be provided under the Faculty of Informatics which has been providing undergraduate program in Computer Science and TVET programs in Information Technology.■

Memorandum of Understanding signed

On September 30, 2011, a Memorandum of Understanding (MOU) was signed between St. Mary's University College and National Alliance of State and Territorial AIDS Directors (NASTAD) Ethiopia to work together. The MOU reflects the parties' intention to work closely together towards strengthening the partnership between NASTAD Ethiopia and the University College to fight against HIV/AIDS through the provisions and coordination of effective and efficient HIV prevention, care and support services. The MOU addresses the basic relationship, roles and responsibilities of NASTAD Ethiopia and St. Mary's University College in supporting the implementation of the National Social Mobilization Strategy in a comprehensive and self- sustainable manner according to the national guidelines, best practice and experiences.■

Research Corner

Research Title: Internationalization of higher education and the need for introducing credit accumulation and transfer system (CATS) in Africa: Potential opportunities and challenges

Researcher: Abebaw Y. Adamu (Tampere University, School of Education, Tampere, Finland)

The research, in its introductory part, mentioned that there are only 300 institutions in Africa that fit the definition of a university for a population of more than 700 million people across 53 countries (Teferra & Altbach, 2004). In addition to the disappointing numerical fact, by international standards, Africa is the least developed region in terms of higher education institutions (Teferra & Altbach, 2004), and finds itself on the very edge of the knowledge periphery (Altbach, 1987; Teferra, 2008), particularly in research output (Bloom, Canning, & Chan, 2005).

However, it is indicated in the research that there are many reasons, ranging from institutional to global, for the slothful development of higher education in Africa; but the pressure of external forces, mainly development partners (such as the World Bank and International Monetary Fund, which have participation either directly through educational programs or indirectly through "structural adjustment programs"), has been identified as the major one.

At the beginning of the twenty-first century which is considered as a knowledge era (Teferra & Altbach, 2004), complexity and magnitude of African higher education problems has increased because of the process of globalization and internationalization.

Internationalization has recently become one of the central features of higher education policies and practices at global, regional, and national levels (Shabani, 2008), and perhaps the most important agent of change in higher education (IAU, 2009).

As described in the research, although internationalization activities such as intellectual mobility in Africa are as old as the earliest Islamic universities established in the northern Africa (Zeleza, 2005), the inception of ideas and the motives for internationalization in its popular forms are as early as the beginning of most western type of higher education in Africa.

Internationalization is a worldwide phenomenon that requires increased regional and international cooperation accompanied with workable policies, strategies and ethical standards (Jowi, 2009). Understanding the importance of recognition of studies to the higher education, both completed qualifications and parts of study programs, five regional conventions on the recognition of studies, diplomas and degrees in higher education were adopted under the auspices of UNESCO. This includes the regional convention in Latin America and the Caribbean (1975), the Arab States (1978), Europe (1979), Africa (1981), and Asia and the Pacific (1983).

Recognition of studies is identified as a major challenge for internationalization of higher education in Africa (IAU, 2009). On the other hand, the research indicated that compared with other regions, mainly Asia and Europe, African student population in the international

4

The ABC of Total Quality Management (TQM) in Education

By: Melaku Girma (SMUC)

1. Basics

"Quality is about passion and pride"

Tom Peters and Nancy Austin, A passion for Excellence (1986)

Quality is at the top of most agendas and improving quality is probably the most important task facing any institution.

The issue of quality

We all know quality when we experience it, but describing and explaining it is a more difficult task. Of one thing we can be certain: quality is what makes the difference between things being excellent or run-of-the-mill. Increasingly, quality makes the difference between success and failure. The best organizations, whether public or private, understands quality and knows its secret. Seeking the source of quality is an important quest. Education is also recognizing the need to pursue it, and to deliver it to students; young and old. There are plenty of driving forces for quality in education. Amongst these are

- Outstanding teachers;
- High moral values;
- Excellent examination results;
- The support of parents, business and the local community;
- Plentiful resources;
- The application of the latest technology;
- Strong and purposeful leadership;
- The care and concern for pupils and students;
- A well-balanced and challenging curriculum

Why quality?

Quality is an idea whose time has come. It is on everyone's lips.

The four quality imperatives

My research has led me to the conclusion that educational institutions are pursuing quality improvement for a number of important reasons. Some are linked with professional responsibility, while others result from the competition inherent in educational marketplaces or from the need to demonstrate accountability. I have called the results of this research - the four quality imperatives (Edward Sallis, Quality Management in Education, 2002)

To elaborate the four imperatives:

i) The moral imperative - it is the duty of educational professionals and administrators to have an overriding concern to provide the very best possible educational opportunities.

ii) The professional imperative - is closely linked to the moral imperative. Implies a commitment to the needs of students and an obligation to meet their needs by employing the most appropriate pedagogic practice. ►►

5

iii) The competitive imperative - competition is a reality in the world of education. Falling enrolments can lead to staff redundancies and ultimately the viability of the institution can be under threat. Educationalists can meet the challenge of competition by working to improve the quality of their services.

iv) The accountability imperative- schools and colleges are part of their communities and as such they must meet the political demands for education to be more accountable and publicly demonstrate the high standards.

The chronology of quality developments (Ibid)

Pre. 1900 ► Quality as an integral element of craftsmanship

1900 – 1920 ► Quality control by foremen

1920- 1940 ► Inspection-based quality control

1940- 1960 ► Statistical process control

1960- 1980 ► Quality assurance /total quality control (the quality dep't)

1980- 1990 ► Total quality management

1990-2000 ► TQM, the culture of continuous improvement

2000-Present ► Organization – wide quality management

2.Quality

Quality is difficult to define and is an elusive concept. Naomi Pfeffer and Anna Coote have even described it as a slippery concept (Is Quality Good for You? Social Policy Paper No.5, 1991). It is slippery because it has such a variety of meanings and the word implies different things to different people. While everyone is in favor of providing quality education, the arguments start when we attempt to define what quality means. It is necessary to have a clear understanding of the various meanings or there is a danger that it becomes a mere catchphrase, a word with high moral tone but little practical value.

Quality as an absolute

As an absolute, things that exhibit quality are of the highest possible standard that cannot be surpassed. Quality products are things of perfection. In the educational context the concept of quality is essentially elitist.

The relative notion of quality (fit for purpose)

Quality in this sense is about being measured against criteria. It is not an end in itself, but a means by which the end product is judged as being up to (or not up to) standard. While the absolute notion is elitist, the relative notion is potentially egalitarian.

The consumer's role in quality

Quality can be defined as that which satisfies and exceeds customers' needs and wants. This is sometimes called quality in perception .Quality can be said to be in the eyes of the beholder.

Quality control, quality assurance and total quality

Quality control. It is the oldest quality concept. It refers to the detection and elimination of components or final products that are not up to standard. Inspection and testing are the most common methods, and are widely used in education to determine whether standard are being met.

Quality assurance. It is a before and during the event

Perspective

Quality and WTO Accession

Quality of education has been at the center of the national education agenda for quite sometime now. While efforts have been exerted to address the issue, a lot remains to be done across instuitions, which are directly involved in service provision. In its bid to make Ethiopia a member of the WTO, the government is working on identifying areas of the country's comparative advantage in the various sectors of the economy. Whichever the sector, the quality of products and services determines the advantage of the country which may have over others. Though long the WTO accession process is, things have to be worked out toward ascertaining the best case scenario for the country.

Across the globe, it has been true that competitiveness is in the nature of market economy. It is also a proven fact that the driving force behind market economy is the private sector. Without vibrant private economy, WTO accession would put any country in a disadvantageous position. Despite its being classified as one of the least developed economies, Ethiopia can catch up with the rest of the world if the private sector rises up with all its potential. This has relevance to farm produce, industrial products and the wider service industry. Among these, the most important pillars of the economy is investment on human capital.

The world at large has taken the direction of making use of more and more of quality distance learning and less and less of conventional mode of learning in tertiary education. It does not require ground breaking research to prove that a country's development is proportional to the percentage of its citizens who have access to higher education. These citizens need to be equipped with the requisite skills that enable them be competitive in the global economy. Only such citizens ensure the enhancement of a country's advantage in relation to its potential competitors. Whether in distance or the conventional mode, Ethiopia needs to have the necessary preparation for cross-border education, which comes in aggressively with the completion of the WTO accession.

Although the system for ensuring quality in higher education is in place, the nation-wide initiative toward putting the country at the competitive edge of the global market is at its infancy. The country is still lagging behind its east African neighbors in per capita research output and the quality of its education. One way of bridging the gap is the support the government might give to institutions that deliver in both research output and quality education. Publication of research results and journals in diverse disciplines could be considered among the criteria to assess institutions. The all-embracing assessment technique HERQA has been employing might be another instrument to measure the quality status of an institution. The support scheme, on competitive basis, undeniably enhances the quality of institutions; public and private alike.

On the whole, WTO accession comes at a cost. The well-prepared part of the economy would succeed in its global presence and those, which lack the preparation, might go off-the market since they would fail to see the future with the correct lenses.

process concerned to prevent faults occurring in the first place. Quality assurance is about consistently meeting product specification or getting things right first time, every time.

Total quality management. It incorporates quality assurance, and extends and develops it. It is about creating a quality culture …. (Continuous improvement)

3. TQM

"Quality is Free"

Philip Crosby, Quality is Free, (1979)

TQM is not an imposition. It can not be done to you or for you. For TQM to work, an institution must itself needs to introduce it. It is not inspection. It is about always trying to do things right first time and every time; rather than occasionally checking whether it has gone wrong.

The total in TQM dictates that everything and everybody in the organization is involved in the enterprise of continuous improvement. The management in TQM likewise means everyone in the institution, whatever their status, position or role, is the manager of their own responsibilities.

Total quality control, total quality service, continuous improvement, strategic quality management, systematic improvement, quality first, quality initiatives, service quality are some of the many titles used to describe what is called TQM.∎

landscape is very small. However, according to UNESCO Institute for Statistics (2006) report, tertiary students from sub-Saharan Africa are the most mobile in the world, with one out of every 16 studying abroad.

The other challenge is that most study programs in African higher education institutions are developed from national points of view, and thus not effectively responded to curricula requirements for international students (Jowi, 2009). Also, most institutions of higher education in Africa have more collaboration with institutions outside Africa than institutions within Africa.

The paper argued for the introduction of CATS in African higher education to facilitate and promote internationalization activities such as recognition of studies, academic mobility, internationalizing curricula, collaboration of higher education, harmonization of higher education programs, and creation of African Higher Education and Research Space (AHERS).

Accordingly, in his conclusion, the researcher's argument focused on the internationalization activities mainly within the [African] region which may be understood as regionalization. He says, this does not mean that Africa should isolate itself from the global higher education systems, and internationalization activities should be limited within the region. Rather, it calls for the introduction of an effective instrument that could facilitate various internationalization activities within the region which enables Africa to actively participate in the process of internationalization both at regional and global levels.

FORTHCOMING EVENT

AU Regional Research and Education Network Workshop Accra, Ghana; 14-16 November, 2006

The Association of African Universities (AAU) is organizing a Workshop on the National Research and Education Networking (NREN) establishment process in Africa. This workshop is being sponsored by the International Development Research Centre (IDRC), the International Telecommunications Union (ITU) and the AAU.

Though its focus is on the establishment and enhancement of NRENs in Africa, the workshop is being organized as a regional meeting of West African universities and will bring together a number of ICT managers as well as key international players.

The specific objectives of the workshop are:

- To consult and to share experience with African academic and research institutions on their ICT, research and education networking needs, as well as to strengthen collaboration between them and other stakeholders;
- To present the role and vision of AAU on NREN and RREN development in Africa, following a strong mandate received from its members.

For more information, please contact the Research and Education Networking Unit (renu@aau.org).

Virtual Links

Ethiopian Ministry of Education
Web site: http:// www.moe.gov.et

Higher Education Relevance and Quality Agency (Ethiopia)
Website: www.higher.edu.et

PROPHE- Programme for Research on Private Higher Education
Website: www.albany.edu/dept/eaps/prophe/

International Network for Quality Assurance Agency in Higher Education (INQAAHE)
Website: http: // www.inqaahe.org

Quality Assurance Agency for Higher Education (UK)
Website: http://www.qaa.ac.uk

Center for International Research on Higher Education
Website: http://bc.edu/bc_org/avp/soe/cihe

Quality and Standards Authority of Ethiopia
Website: http://www.qsae.org/

International Institute for Capacity Building in Africa
Website: http://www.eric.ed.gov

International Network for Higher Education in Africa (NHEA)
Website: http://www.bc.edu

International Network for Quality Assurance Agencies in higher Education
Website: http://www.inqaahe.nl

European Association for Quality Assurance in Higher Education
Website: http://www.enqa.eu

Asian Pacific Quality Network
Website: http://www.apqn.org

Ethiopian Knowledge and Technology Transfer Society (EKTTS)
Website: http://www.ektts.org

Association of African Universities (AAU)
Website: http://www.aau.org

HEDDA , Higher Education Development Association
Website: http://uv-net.uio.no/wpmu/hedda/about/

The African Quality Assurance Network
Website : http://afriqan.aau.org/

Fun Corner

English Teacher: *"Johnny, the clock on the wall is not working, but you have a watch. What time is it?"*

Johnny: *"2 o'watch."*

* * *

A student who did not speak much English, wanted to impress his teacher one day. He had to walk past his teacher while she was talking to someone. He said, *"Excuse me, can I pass away?"*

* * *

Student to teacher: *"Are 'trousers' singular or plural?"*

Teacher: *"They're singular on top and plural on the bottom."*

* * *

An English teacher wrote these words on the whiteboard: *"woman without her man is nothing"*. The teacher then asked the students to punctuate the words correctly.

The men wrote: *"Woman, without her man, is nothing."*

The women wrote: *"Woman! Without her, man is nothing."*

* * *

A student, who is studying English as a foreign language, was confused when he saw the words *"open here"* on a box of laundry soap, so he asks the clerk, *"Can't I wait until I get home to open it?"*

* * *

Question: What is the longest word in the English language?

Answer: *"Smiles"*. Because there is a mile between its first and last letters!

* * *

Question: What starts with "P", ends with "E", and has millions of letters?

Answer: The *"Post Office"*!

If you have comments on this issue of *Quality Matters* or would like to contribute to future issues, please contact our office on 011 553 79 99 Or email: ceirqa@smuc.edu.et

Photo Gallery

9th National Conference on Private Higher Education

Get our latest news from:

www.smuc.edu.et

St. Mary's University College
smu@smuc.edu.et