

## Higher National School of Management ENSM

### Laboratory of Managerial Innovation, Governance, and Entrepreneurship LIMGE

*Research Team: Management of Public and Non-Profit Organizations*



#### **Call for Contributions**

Collective Book titled:

#### ***Quality assurance in higher education and training institutions: Analysis of practices and behaviors of stakeholders in Algeria***

#### **BACKGROUND**

Over the past two decades, the higher education sector in Algeria has undergone significant change in a number of areas: mass access to public university services, numerous reforms including the LMD system, national graduate schools, the emergence of private higher education, the development of dual degrees to meet the needs of interdependent fields, digitization, the encouragement of entrepreneurship and the creation of poles of excellence. Indeed, there is a clear political will to modernize the sector and reposition it at the heart of Algeria's economic development strategy.

In this national context, particular attention has been paid to improving and strengthening the governance of establishments through quality assurance mechanisms such as self-assessment and the establishment project. This is an organizational experience that needs to be consolidated and perpetuated in order to create a dynamic within establishments, which are called upon to improve their institutional management, the quality of their training courses and their partnership relations.

Quality assurance in higher education encompasses all activities aimed at ensuring that an institution's practices comply with quality standards, while continuously improving them to achieve the set objectives. This continuous improvement is achieved through evaluation (internal & external), which is a key tool enabling each institution to discover its weaknesses and strengths, its threats and opportunities, and above all its institutional, organizational and academic capacities.

The National Standard for Quality Assurance in Higher Education (RNAQES) provides a framework for a sustained, coordinated approach to evaluation and improvement. It is organized into several domains that touch on all institutional and functional aspects of institutions, including training, governance and learning and research conditions. In addition, the area of social responsibility and sustainable development has been integrated to encourage all academic establishments to adopt responsible behavior by minimizing their carbon footprint and opting for sustainable investments and infrastructures over the long term. In this respect, it would be relevant to characterize the direct and indirect emissions of higher education, in particular by considering the application of the ISO 14064-1 standard, for example, which offers a methodology adapted to local authorities and public administrations.

All higher education institutions have conducted self-assessment operations based on the criteria of the national framework, leading to the development of action plans and institutional projects. Some of them have also benefited from preparatory expertise for external evaluation. In addition, some

establishments have taken part in international projects and benefited from the support of foreign partners to help them succeed in their initiatives and modernize their quality assurance and governance systems. These included the ESAGOV and DIGITAQ projects. The aim of the ESAGOV project was to improve and reinforce the quality approach to governance in Algerian universities. Its main results include the development of action plans, skills enhancement for university managers and staff, training for trainers, and support for the implementation of institutional projects. As for the DIGITAQ project, its aim was to digitalize the practices of higher education establishments in Algeria through the development of a digital platform dedicated to quality assurance.

In addition, other international standards related to education and training have been developed, such as ISO 21001. Higher education establishments could benefit from the experience of implementing these standards to improve their practices and engage in certification and/or accreditation processes.

The main aim of this book is to capitalize on the diverse experiences of higher education and training establishments in implementing quality assurance at institutional level. It also aims to identify commonalities and differences, particularly in terms of practices (approaches, methods and tools), while drawing on the good practices identified.

### **OBJECTIVES OF THE BOOK**

- ✓ Describe the reforms, structure, governance, and institutional arrangements of the higher education sector in Algeria;
- ✓ Detail the quality assurance process in higher education in Algeria and its evolution;
- ✓ Share practices (approaches, methods, and tools) related to quality assurance and self-assessment;
- ✓ Present the outcomes of projects, particularly those with an international dimension, aimed at modernizing governance and quality processes in higher education;
- ✓ Explore how quality assurance contributes to addressing challenges related to social responsibility and sustainable development;
- ✓ Investigate the benefits of certification practices in higher education and training institutions;
- ✓ Compare the Algerian higher education system with other systems worldwide, particularly those in North Africa or Arab countries.

### **AXES/CHAPTERS**

#### **Axis 1: The higher education system in Algeria**

- ✓ Evolution and reforms of the higher education sector;
- ✓ Management and governance practices in higher education institutions;
- ✓ Projects aimed at establishing and strengthening governance in higher education institutions (e.g., the ESAGOV project);
- ✓ Emergence of private higher education;
- ✓ Comparative studies between the Algerian higher education system and those of other countries worldwide, particularly in North Africa and Arab countries.

#### **Axis 2: Quality assurance practices in higher education in Algeria**

- ✓ Context of quality assurance in higher education in Algeria;
- ✓ Experiences of higher education institutions (public and private) in implementing quality assurance;
- ✓ Self-assessment and post-Self-assessment practices in higher education institutions (approaches, methods, tools, etc.);
- ✓ The role of training and awareness in the success of quality assurance initiatives;

- ✓ Experiences of external evaluations and collaborations with foreign partners (e.g., the HAQAA initiative);
- ✓ Perception of the Impacts of quality assurance and self-assessment on improving institutional, educational, and research practices;
- ✓ Experiences of digitizing quality assurance practices (e.g., the DIGITAQ project);
- ✓ Comparative studies of quality assurance practices in higher education in Algeria and other countries worldwide, particularly in North Africa and Arab countries.

**Axis 3: Quality assurance standards and frameworks in educational and training organizations**

- ✓ Development of quality frameworks and standards for higher education and training at national, regional, and international levels;
- ✓ Experience in applying and certifying Algerian organizations to quality standards, particularly international ones (e.g., ISO 9001, ISO 21001, or others);
- ✓ Comparative studies of the application and certification practices of educational and training organizations in Algeria and those in other countries worldwide, particularly in North Africa and Arab countries.

**Axis 4: Challenges of social responsibility and sustainable development in the Higher Education Sector in Algeria**

- ✓ Connections between Quality Assurance, Social Responsibility, and Sustainable Development in higher education;
- ✓ Experiences in implementing practices within institutions to address social responsibility and sustainable development challenges;
- ✓ Application and certification of Algerian organizations to international standards (ISO 14001, ISO 26000, ISO 14064, or others);
- ✓ Comparative studies of practices related to social responsibility and sustainable development in Algeria and other countries worldwide, particularly in North Africa and Arab countries.

**SCIENTIFIC COMMITTEE**

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**INSTRUCTIONS TO AUTHORS**

**Presentation Guidelines:**

- ✓ Submitted articles must align with one of the themes of the book;
- ✓ Articles can be written in one of the three languages: Arabic, French, or English;

- ✓ Submitted articles must be original, not previously published, and not simultaneously submitted to other books or journals;
- ✓ Submitted research can be descriptive, theoretical, or practical in nature;
- ✓ The data collection and analysis methods used must be clearly presented;
- ✓ The length of the submitted articles should be at least 10 pages and no more than 15 pages.

#### **Article Formatting:**

- ✓ Two abstracts are required (in Arabic and English), with a French abstract required if the article is written in French;
- ✓ Five keywords must be provided, reflecting the main concepts of the article and relevant to the subject;
- ✓ Articles should be written in *Simplified Arabic*, font size 12, for those submitted in Arabic, and in *Times New Roman*, font size 12, for articles submitted in foreign languages;
- ✓ All tables and figures must include a title (placed at the top) and a source (indicated at the bottom);
- ✓ References must be generated automatically and presented in APA format.

#### **Review & Evaluation:**

The scientific committee, consisting of doctors and experts specialized in Quality Management, is responsible for evaluating and deciding on publication. The author will be informed of the decision made by the scientific committee: Unreserved Acceptance, Conditional Acceptance, or Rejection.

### **IMPORTANT DATES**

Deadline for submission of contributions: **15/05/2025**

Notification of evaluation results: **05/06/2025**

The publication of this collective work with ISBN is scheduled for **the fourth quarter of 2025**.

### **CONTACT/COORDINATION**

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### **SUBMISSION**

Contributions must be sent to the following address:

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