

# INTERPLAY BETWEEN EQA AND IQA

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**COMMISSION FOR UNIVERSITY  
EDUCATION**

HAQAA III CAPACITY BUILDING WORKSHOP  
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# Universities, Programmes & Enrolment in Kenya

**N = 79 Universities**

**Public – 42 Universities**

35 – Chartered

2 – Specialized

6 – Constituent colleges

**Private – 36 Universities**

27 – Chartered

7 – LIA

2 - Constituent

**Programmes: 7,136 academic programmes offered in the universities**

- 5,282 degree (PhD, Masters, and Bachelors)
- 118 Postgraduate Diploma
- 1,736 Non Degree (Diploma, Certificate)

Category of University	2016/17	2017/18	2018/19	2019/20	2023/2024
Public Universities	452,494	441,131	433,245	412,845	404,129
Private Universities	85,195	80,928	86,217	96,628	143,151
Total	537,689	522,059	519,462	509,473	547,280

# SOME CRITICAL QUESTIONS

- In context of contemporary trends what does the future hold for HE
- Are our IQA and EQA models still valid- will they still be valid?
- What kinds of relationships should we cultivate and sustain going forward?
- What is the future of HE in Africa?

# LETS THINK ABOUT IT

<https://www.menti.com/almt133wmz3p>

OR go to menti.com and enter this code **6657 6805**.





# THE CONTEXT IN WHICH WE DO QUALITY AND QUALITY ASSURANCE

epaper.nation.africa
Billing overview - OpenAI API
Quality's Edge for Universities

DAILY NATION

A TICKING TIME BOMB

# Unemployment pandemic

New data from the Kenya National Bureau of Statistics reveals an alarming trend: Despite thousands of new graduates entering the job market annually, nearly three million Kenyans continue to grapple with unemployment. The latest statistics released in April underscore the urgent need to address a mounting unemployment rate that is outpacing the growth of the labour force.

See Pages 6,7&8

1.5%

By end of 2022, Kenya had a labour force of 19.39 million, underlining a growth of 1.5 percent from the previous year.

2.97M

At the start of 2023, unemployment stood at 2.97 million, a 3 percent increase from a year earlier.

1.59M

More than half of Kenyans without jobs, or 1.54 million people, were between 20 and 29 years, underlining the growing crisis of youth unemployment.

77%

Over the four years to 2022, the KNBS data also shows that the youth population (77 percent) bears the heaviest brunt of the population that remains unemployed for more than a year.

Hundreds of job seekers gather at Bandari College in Mombasa after Kenya Ports Authority advertised for jobs on July 4, 2015. FILE | NATION

## Azimio, Kenya Kwanza first meeting set for Wednesday

Kimani Ichung'wa - Kenya Kwanza

Opiyo Wandayi - Azimio la Umoja One Kenya

President William Ruto and Azimio la Umoja One Kenya leader Raila Odinga's dialogue teams have tentatively agreed to hold their inaugural talks on Wednesday, even as they continue to lock horns on the agenda and timelines for the negotiations. [Page 4](#)

### 25 YEARS OF PAIN

#### The forgotten victims of attack

Talk of possible compensation has reignited hope among those who were injured in the 1998 terrorist attack in Nairobi **P2-3**

### EDUCATION

#### KICD loses books purchase role to equipment agency **P11**

### FOOTBALL

#### Arsenal beat Man City on penalties to lift Community Shield **Back**

### Education

#### New funding model explained

### INSIDE>>> JuniorSpot

#### KCPE Mathematics, KCSE History answers and Chemistry

DAILY NATION MONDAY, AUGUST 7, 2023

National News
UNEMPLOYMENT PANDEMIC

## Alarming A major worry for thousands of graduates is that professions once considered a sure source of jobs now

# Inside the ticking time bomb that is Kenya's jobs crisis

Latest data paints the picture of an economy plagued by a high unemployment rate that is growing at double the rate of the labour force

**BY BRIAN AMBANI**

Nearly three million Kenyans remain unemployed even as thousands of new graduates join the labour market every year.

The latest data released by the Kenya National Bureau of Statistics (KNBS) in April paints the picture of an economy plagued by a high unemployment rate that is growing at double the rate of the labour force.

By the end of last year, Kenya had a labour force of 19.39 million, underlining a growth of 1.5 per cent from the previous year. During the period, unemployment stood at 2.97 million, a three per cent increase from a year earlier. More

than half of Kenyans without jobs, or 1.54 million people, were aged between 20 and 29.

**Covid-19**

Unemployment surged during the Covid-19 pandemic, which saw about 1.72 million workers laid off in three months to June 2020. KNBS, at the time, said the number of jobless people fell to 15.87 million between April and June compared to 17.59 million the previous quarter.

"Lockdowns and other Covid-19 related restrictions led to a spike in unemployment in 2020, with the largest increases among individuals below 35," notes the World Bank in its Kenya Economic Update 2023.

Using a strict definition, however, the rate of unemployment has been going down over the past two years. KNBS data, for instance, shows that the number of people who have no jobs at all reduced from 1.055 million in December 2021 to 960,001 in December 2022.

This was noted by the World Bank, which stated that the country's unemployment rate has been on a downward trend since 2021 for all ages, bar those between 15 and 24, who, after an initial recovery, have experienced a gradual upwards trend.

It noted that time-related underemployment peaked in the last quarter of 2020 and declined thereafter, before rising sharply again during the first quarter of

Traders and customers throng the narrow streets of Gikomba market in Nairobi late last month. WILFRED NYANGARESII | NATION

2022 and going down the rest of the year.

**Sluggish economy**

Kenya's economy has been growing sluggishly over the past decade, which means new jobs are not being created at a rate that is good enough to absorb the growing number of people joining the

active labour force each year.

The country's gross domestic product (GDP) grew by just 4.8 per cent in 2022; the eighth time in ten years that the economy grew by five per cent or less.

What should cause concern is that Kenya relies heavily on the agricultural sector to create jobs especially in rural areas, which

means extreme weather events such as droughts and floods puts millions of livelihoods at risk. Agriculture contributes about a quarter of the GDP.

"The sector constitutes the largest share in the country's exports, a significant share of foreign exchange earnings, employs about 8.5 million Kenyans, and accounts

1. Even traditionally marketable courses (medicine and engineering) no longer guarantee employment
2. Currently 4000 trained doctors are unemployed even though both public and private hospitals are chronically understaffed
3. GOLD at the bottom or a ticking time bomb?

# Contemporary Challenges

- The Gen Z protests in Kenya
- Tech driven- largely unexpected.
- Reports of use of AI
- What 21st Century skills do these students need

June 22, 2024 KSh60/00 (TSh1,700 : US\$2,700/00 : Rf900/00) @ f t w /NationAfrica | No. 21534 | www.nation.africa

Why Mudavadi is at a crossroads P.10

How firms bagged Sh1bn the State splashed on furniture Page 7

**SATURDAY NATION**

Long nails, controversy

Seeds of Gold

Mushroom farming

**Population** Voters aged between 18 and 34 years expected to wield more influence in polls

## Power of numbers for restless youth

Ridiculed in the past as keyboard warriors afflicted with civic apathy, young Kenyans are primed to push for change and determine political direction after the well-oiled protests against Finance Bill and projections that their population will bulge by 2027 **Pages 12**

Age	Gen Z in 2027
15	1,210,940
16	1,235,451
17	1,247,618
18	1,379,247
19	1,165,151
20	1,335,439
21	1,263,782
22	1,202,283
23	1,195,307
24	1,095,322
25	1,090,484
26	932,702
27	971,891
28	1,009,843
29	851,617
30	861,427
TOTAL Gen Zs	18,048,504
Voting age Gen Zs	14,354,495

Source: Projections based on KNBS 2019 census data  
Note: Generation Zs born between 1997 and 2012

**'Seven days of rage' over killing**

Weeklong show of defiance planned after Rex Kanyike Masai was killed by what is believed to be a police bullet on Thursday **Pages 13**

**200**

Number of people human rights group says were injured during recent protests

**HEALTH**

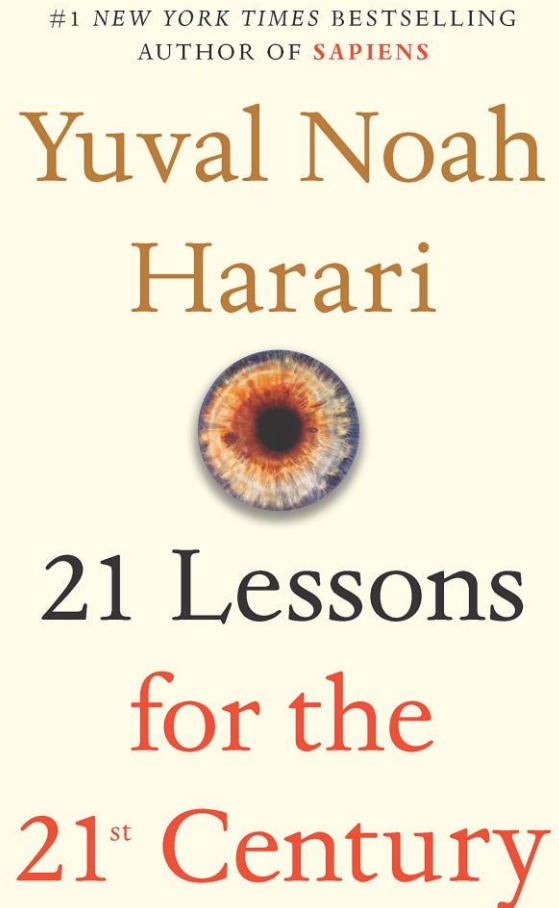
**Page 2** Inside five-hour surgery to save teenager from rare tumour

**LEGEND**

**Page 17** Why we are celebrating Ngugi wa Thiong'o in America event

Youthful demonstrators raise placards opposing the Finance Bill 2024 during protests in Nairobi on Thursday. WILFRED NYANGARESII/NATION

# LESSON 19



- “In fact we are living in the era of hacking human beings”
- “For thousands of years, philosophers and prophets have urged people to know themselves. But this advice was never more urgent than in the 21st Century”
- “..as technology gets better at understanding humans. You might increasingly find yourself serving it , instead of it serving you”
- “Due to growing pace of change, you can never be certain whether what adults (read teachers/professors) are telling you is timeless wisdom or outdated bias”
- If you try to hold on to some stable identity, job or world view, you risk being left behind as the world flies by you with a whoooooosh”!

## INTRODUCTORY QUOTE

**“Quality assurance systems consist of a continuum of mechanisms that build on each other”**

Michaela Martin and Antony Stella. (2007). ***External Quality Assurance in Higher Education: Making Choices***

# FOUNDATIONS/PRINCIPLES OF AN EFFECTIVE QA SYSTEM IN HE

- Primary responsibility for Quality and QA as that of the HEI
- Universities genuinely want to offer quality and care about the reputation of their products
  - Graduates
  - Research outputs
  - Community service
  - Innovation
- Governments and regulatory agencies also genuinely care about the quality of the higher education products in their jurisdiction
- Trust based education is best for assurance of quality- governments, regulatory agencies and HEIs should operate on levels of mutual trust.

# SOME DEFINITIONS

## EQA

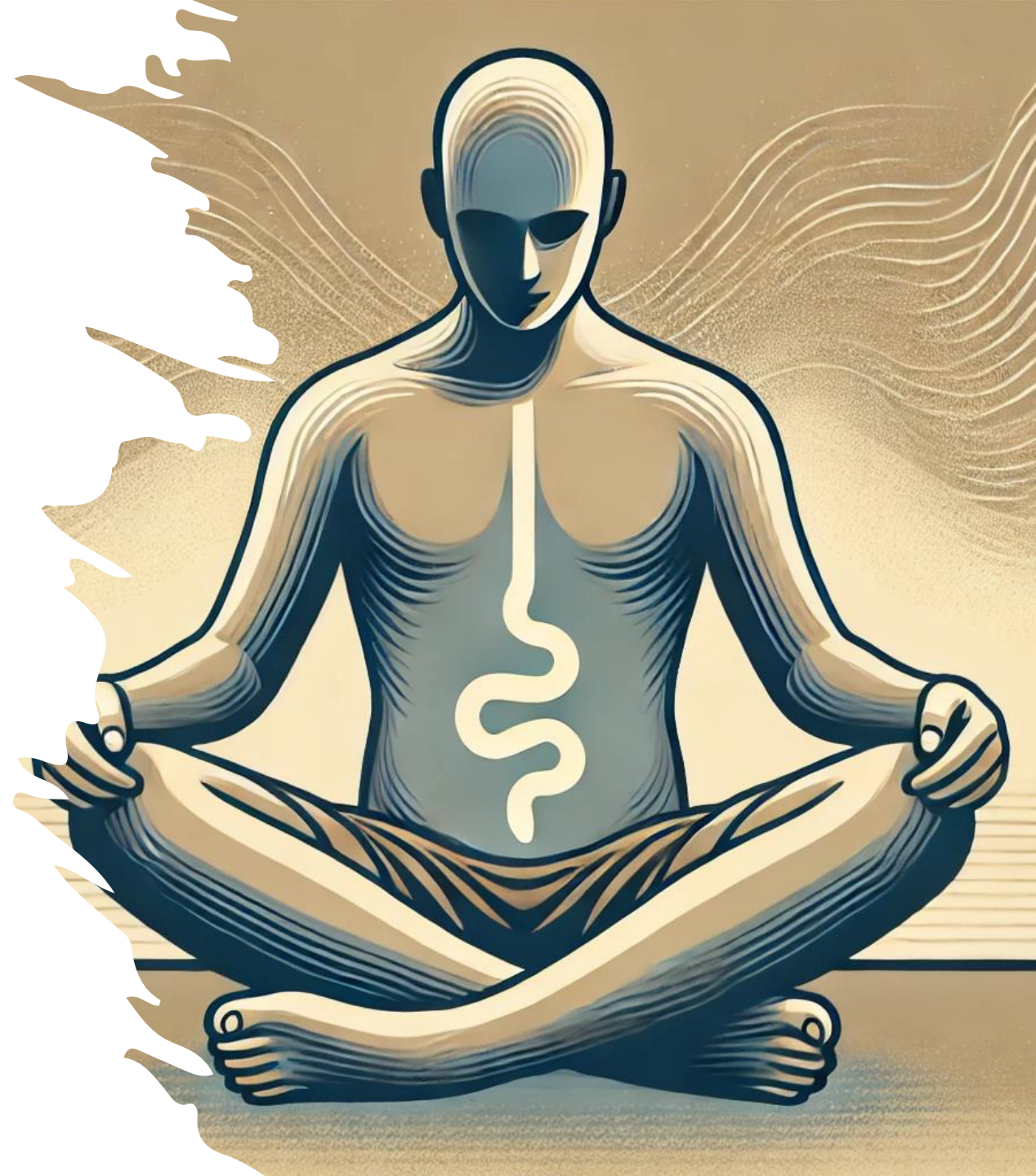
EQA involves assessments carried out **by external agencies** to validate the effectiveness of a university's internal mechanisms. These assessments are conducted by national or international bodies to ensure institutions meet established standards, **often leading to accreditation or certification**

## IQA

IQA refers to the self-regulated processes and mechanisms implemented by universities to ensure that they **meet their own quality** standards and improve performance. It involves regular monitoring, evaluation, and improvement activities managed within the institution.

# WHY EQA

- Ensures that universities comply with national and international standards.
- Provides external validation, assuring stakeholders such as students, employers, and governments that institutions are delivering quality education.
- Protects public investments in education.
- Reigns on rogue providers and protects the public from exploitation- degree mills!
- Helps institutions to guard against merely engaging in navel gazing



# RATIONALE FOR IQA

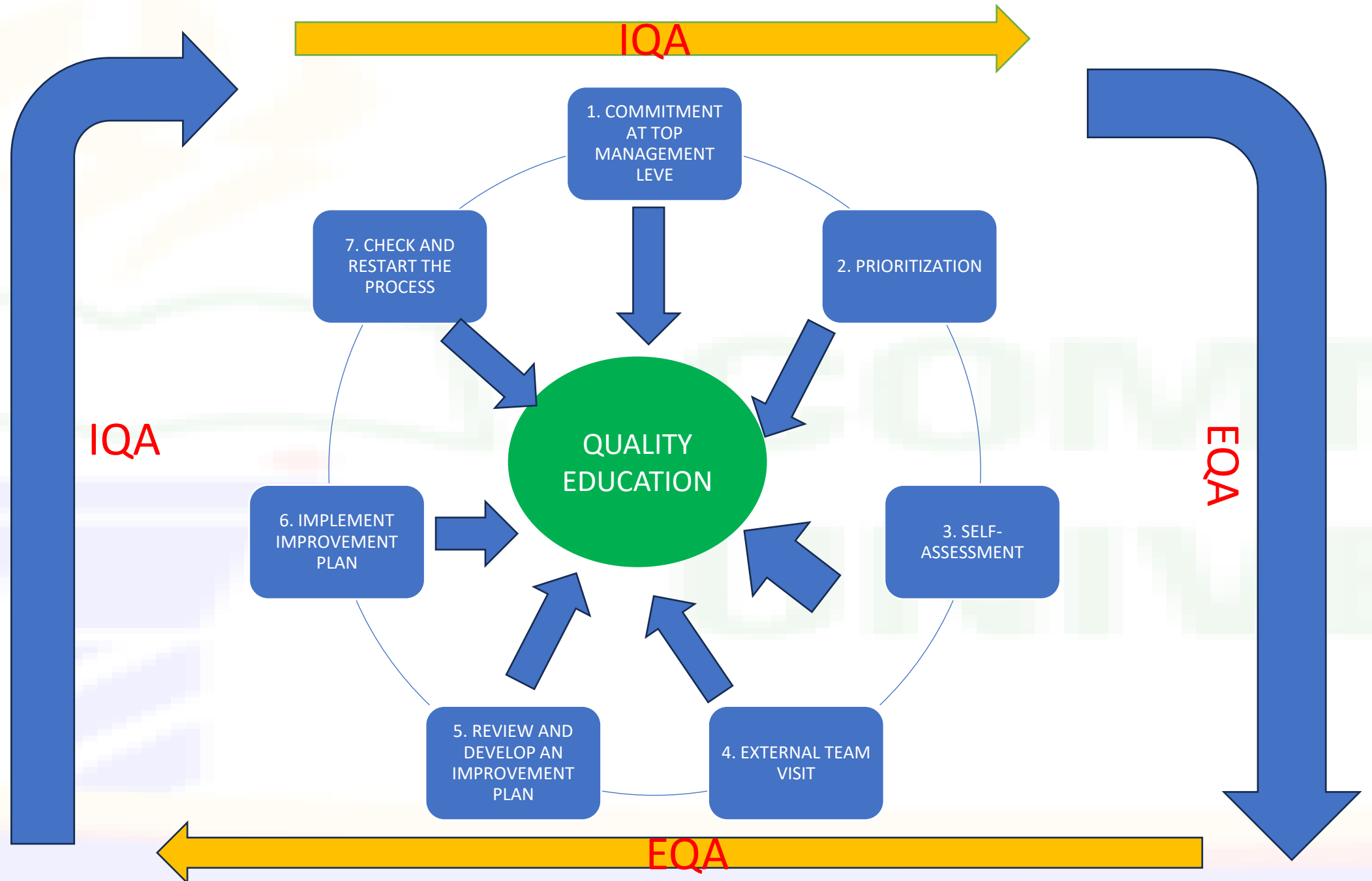
1. Universities need internal systems to self-assess and ensure quality across teaching, research, governance, community service, innovation and commercialization etc.
2. IQA promotes a culture of accountability and adaptability.
3. Answering some basic questions that you find the IUCEA quality handbook
  1. Are we doing the right things
  2. Are we doing them the right way (efficiency)
  3. Are we achieving our targets or aims.



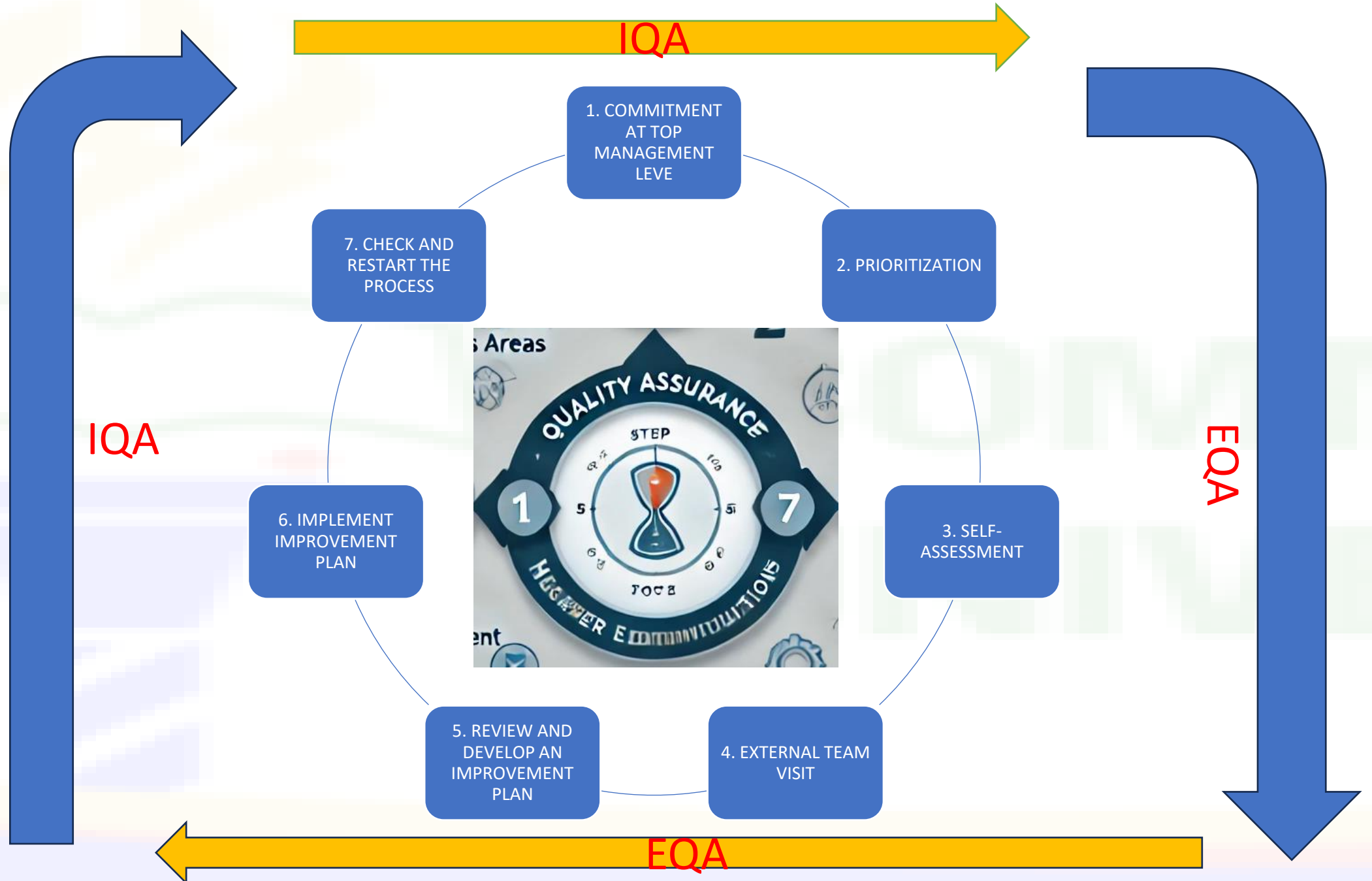
# KEY DRIVERS OF EQA

- National regulations- legal requirements
- Professional bodies (Engineering, medical councils, legal education councils etc)
- Internal policies (where they require external scrutiny and validation)
- Contemporary trends (national, regional, international)
- Academic and research communities
- International organisations eg INQAAHE, IUCEA, UNESCO, (the UNESCO passport, RPL etc, Conventions eg the Addis Convention,

# SEVEN STEPS TOWARDS A HEALTHY INTERPLAY



# SEVEN STEPS TOWARDS A HEALTHY INTERPLAY





SENATE-  
TOP  
LEVEL

# TOP MANAGEMENT SUPPORT

## IQA

- a. Secure top management support- ( emphasize benefits, adherence to law, etc)
  - a. Budgetary provisions
  - b. Establishment of supportive structures- office, HR, equipment etc
  - c. Policy formulation/approval etc
- b) Continuous leadership training in quality assurance (QA) for top management to ensure sustained commitment.
- c) Policy formulation- anchor practice in policy for sustainability
- d) Integrates feedback loops for adaptability in response to evolving educational standards.

## EQA

- Set standards- stakeholder involvement critical
- Regular monitoring for adherence
- Establish reward system- (ranking, self-accreditation etc??)
- Provide templates/guidelines for QA policies, structures etc

# PRIORITIZATION

- Stakeholder involvement to ensure wide support- common goal pursuit
- Stakeholder consultation (faculty, students, industry) to refine the focus areas.
  - Do we start with institutional review
  - Do we start with programmes etc
- Ensure prioritization aligns with broader expectations.
- Manage expectations, internal dynamics and array any fears

## EQA

1. Setting timelines eg scheduled quality audits
2. Accreditation or recognitions requirements
3. Expected demonstration of adherence to internal policies
4. Push national agenda- require certain reviews or focus depending on national priorities eg Kenya's shift to CBE and prioritization of teacher education
5. Align institutional agenda with international trends

# Self-Assessment:

- a. Conduct a self-assessment at programme or institutional level
- b. Pre-assessment briefing to guide faculty and staff in the self-assessment process.
- c. Use benchmarking against peer institutions to better contextualize findings.
- d. Don't invite someone to tell you what you already know

## EQA

1. Provide tools and guidelines, frameworks etc eg EAC QA handbook or customized tools
2. Offer training- capacity building
3. Monitoring process- to ensure objectivity.

# External Team Visit

- a. Develop a robust preparation phase for the external review, including simulated audits to ensure readiness.
- b. Ensure external team members represent diverse perspectives, including industry, academia, and possibly alumni. IUCEA recommends at least 5
  - i. Respectable expert in the field,
  - ii. one other experts in the subject,
  - iii. labour market rep,
  - iv. QA expert,
  - v. expert on student affairs
- c. External experts may be determined by agency eg CUE for institutional review
  - i. At least 2 academics one of whom must be familiar with university management
  - ii. A librarian
  - iii. A registered architect
  - iv. CUE staff
  - v. Any other professional deemed necessary by CUE

## EQA

1. Select the external team
2. Determine the composition of the external team
3. Provide secretarial and logistics for external reviewers
4. Coordinate report writing and communication of recommendations/findings to the institution.
5. Follow up on implementation of findings
6. Issue quality audit certificates or accreditation

# Review and Improvement Plan

## EQA

- a. Review both the external and internal assessment reports and formulate an improvement plan based on recommendations made
  - b. Evaluate all recommendations for concurrence or review
  - c. Establish an internal QA task force to oversee the formulation and monitoring of the improvement plan.
  - d. Include short-term (quick wins) and long-term goals in the improvement plan.
- 1. Preparation and presentation of findings with actionable recommendations (SMART)
  - 2. Providing support during review and formulation
  - 3. Consultation for clarification

# Implementation of the Improvement Plan:

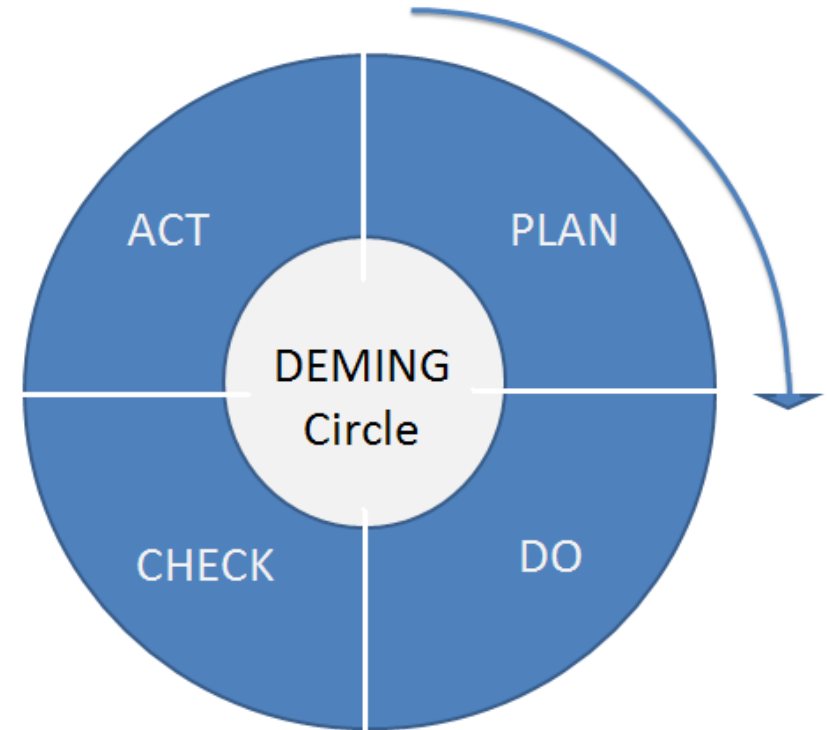
- a. Analyse the problems identified and recommendations made to establish root cause and possible interventions
- b. Set priority areas- not everything may be implementable immediately
- c. Set clear KPIs for the implementation process and ensure there is continuous monitoring.
- d. Engage an external consultant, if necessary, to offer expertise during the implementation phase.

## EQA

1. Monitoring implementation of improvement plan
2. Offering support through consultations, capacity building workshops etc
3. Follow up cycles put in place- setting time lines for the next cycle of evaluation

## Continuous Interaction: the Deming Cycle

- a. Incorporate real-time data collection and analytics to make the cycle more agile.
- a. Conduct regular reviews (e.g., annual or bi-annual) of the QA process to ensure the cycle adapts to any changes in the educational landscape



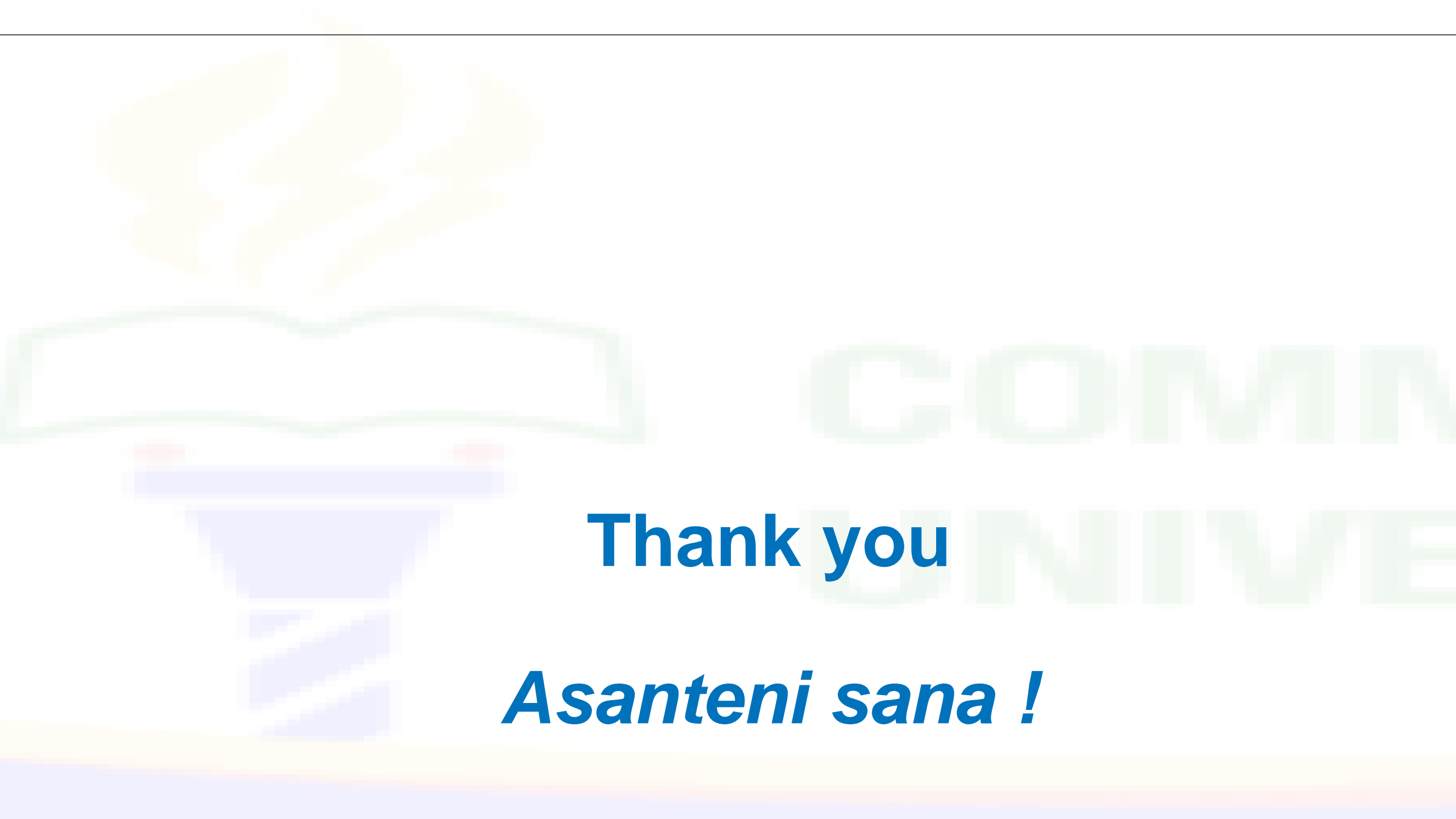
# What does the future hold?

Michaela Martin and Antony Stella (2007). **External Quality Assurance in Higher Education: Making Choices**)

1. In such a diversified context, the role of the state is to regulate the market, to create transparency, to ensure quality and to inform the different stakeholders (p11)
2. In many countries, governments have redefined their roles as public authorities under the 'new public management' concept which suggests- as one of its pillar ideas- greater reliance on the deregulation and decentralization of power from the government or its agencies to institutions.
3. Globalization of education services also calls for globalization of quality assurance and accreditation services.

# Concluding Remarks

- Balance between regulation and institutional autonomy
- Benchmarking against best practice
- Validation for stakeholders
- Keeping up with contemporary trends
- The future of universities
  - Technology
  - Demographics



**Thank you**

***Asanteni sana !***