African Union

THE AFRICA-EU PARTNERSHIP

LE PARTENARIAT AFRIQUE-UE

Harmonisation, Quality Assurance and Accreditation in Africa

HAQAA3

OBREAL Global

DAAD Deutscher Akademischer Austauschdienst German Academic Exchange Service

enqa.
European Association for Quality Assurance in Higher Education

HAQAA structural perspective

- Three phases (2015 – 2027)….long term structural investment of the EU in African higher education and harmonisation
- Quality assurance ----- larger policy scope (employment, youth, mobility, trade, continental integration to drive development)
- Grown in stakeholder engagment: Not just as beneficiaries but also as implementers
- Interacts with and complements regional / continental agendas and investments of other stakeholders (UNESCO, World Bank, DAAD….)
- Framed under ‘Global Gateway’ and its Youth Mobility Flagship
- Sustained partnership with African Union Commission

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Principles

- Continuity
- Respecting African diversity and regional dynamics
- Building African capacity to lead
- Building understanding of regional and continental integration
- Multi-lingualism
- Empowering female leaders
- Embracing digitalization
- Greening/ environmental sustainability
- Africa in a global context

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Strategic partners

EUROPEAN UNIVERSITY ASSOCIATION

SARUA
SOUTHERN AFRICAN REGIONAL UNIVERSITIES ASSOCIATION

CAMES
CONSEIL AFRICAIN ET MALGACHE POUR L'ENSEIGNEMENT SUPÉRIEUR

AUF

ANAQ-SUP

INTER-UNIVERSITY COUNCIL FOR EAST AFRICA
IUCEA
QUALITY EDUCATION FOR DEVELOPMENT

República de Moçambique
Ministério de Ciência, Tecnologia e Ensino Superior
Conselho Nacional de Avaliação de Qualidade do Ensino Superior
CNAQ

National Authority for Quality Assurance and Accreditation of Education
الهيئة القومية لضمان جودة التعليم والاعتماد
NAQAAE

AASU
... in the students movement since 1972

UNESCO
unesco

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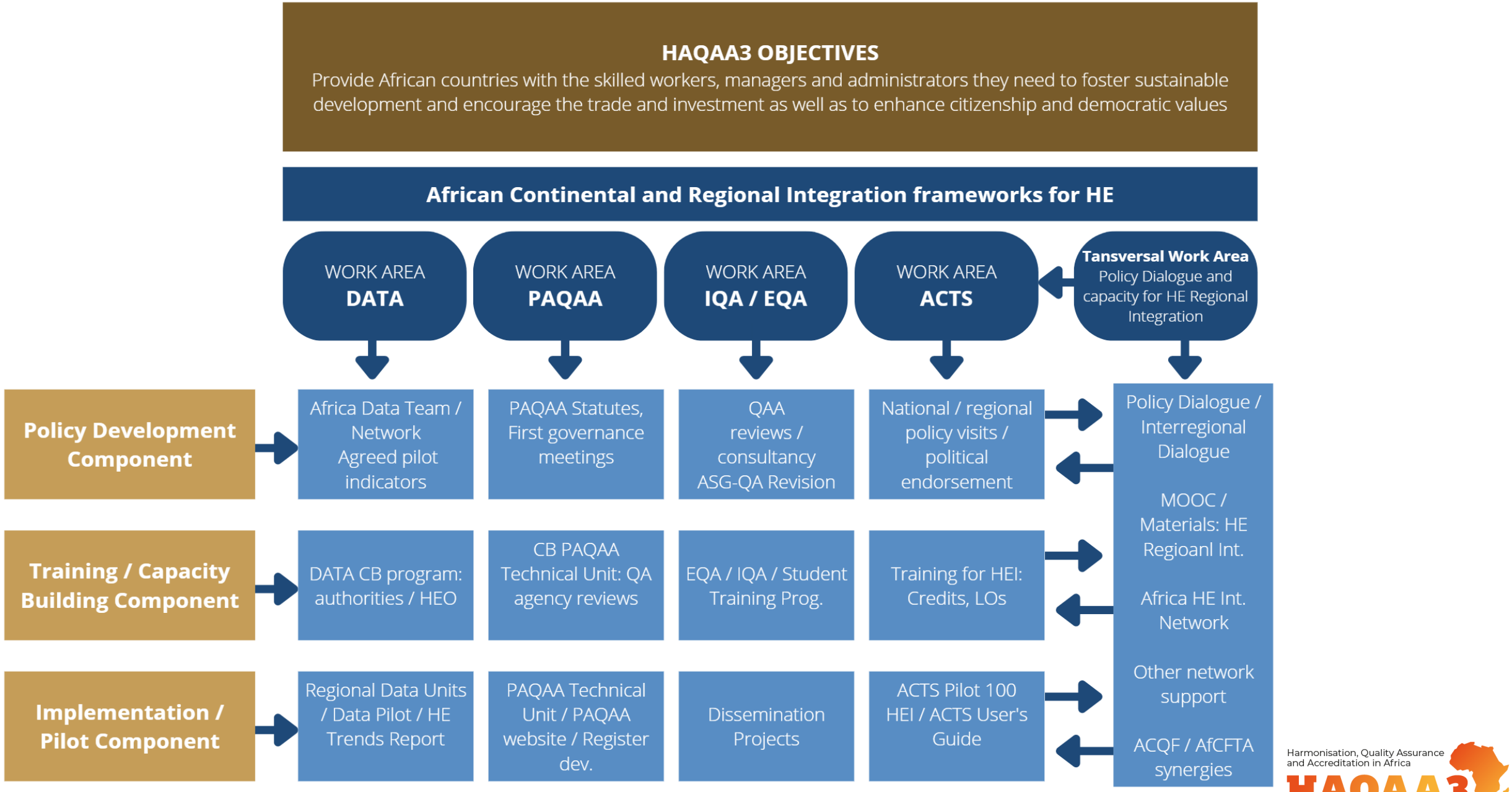
HAQAA3 OBJECTIVES
Provide African countries with the skilled workers, managers and administrators they need to foster sustainable development and encourage the trade and investment as well as to enhance citizenship and democratic values
African Continental and Regional Integration frameworks for HE
WORK AREA DATA
WORK AREA PAQAA
WORK AREA IQA / EQA
WORK AREA ACTS
Tansversal Work Area
Policy Dialogue and capacity for HE Regional Integration
Policy Development Component
Training / Capacity Building Component
Implementation / Pilot Component
Africa Data Team / Network
Agreed pilot indicators
PAQAA Statutes, First governance meetings
QAA reviews / consultancy
ASG-QA Revision
National / regional policy visits / political endorsement
DATA CB program: authorities / HEO
CB PAQAA Technical Unit: QA agency reviews
EQA / IQA / Student Training Prog.
Training for HEI: Credits, LOs
Regional Data Units / Data Pilot / HE Trends Report
PAQAA Technical Unit / PAQAA website / Register dev.
Dissemination Projects
ACTS Pilot 100 HEI / ACTS User's Guide
Policy Dialogue / Interregional Dialogue
MOOC / Materials: HE Regioanl Int.
Africa HE Int. Network
Other network support
ACQF / AfCFTA synergies
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Political support for and piloting of the ACTS

Work Area 2: African Credit Transfer System

Overview

Vision for Africa

TO BUILD AN INTEGRATED CONTINENT WITH HARMONIZED EDUCATION SYSTEMS

where

1. intra-Africa mobility and

2. skills portability

are key elements in its realization.

Build the **Pan African Quality Assurance and Accreditation Framework** (PAQAF), which will provide common frameworks and tools for a common language quality assurance in Africa and the mutual recognition of academic qualifications.

Develop **African Continental Qualification Framework** (ACQF) – which will promote recognition and transferability of knowledge and labor across Africa

Develop the **African Credit Transfer System (ACTS)** –which will ultimately enable higher education systems to be more readable, supplementing efforts for common QA standards and the development of the ACQF.

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PAQAF

African Standards and Guidelines for Quality Assurance (ASG-QA)

AQRM for Institutional Evaluation/Data

Capacity Building Trainings in Quality Assurance for National QA Agencies

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African Continental Qualifications Framework

SIFA

African Credit Accumulation and Transfer System

TUNIN HAQAA

Addis Recognition Convention

UNESCO

Pan African QA and Accreditation Agency

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CESA 25/ First Ten-Year Implementation Plan of Agenda 2063

Tools and action lines for transparency between systems, trust, a common language for quality, mobility and recognition

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What the African Credit Transfer System allows for

Powerful tool to help systems and HEI re-think how learning is structured **– Learner Centred.**

Orientates learning and knowledge acquisition towards **a learning outcomes-based approach** and

Promotes a concept of **student workload** that encompasses contact hours and non-classroom hours

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Achievements

1. Common agreement on the definition and value of a credit in African higher education systems in order to promote transferability and comparability—key to harmonizing the African higher education space and promote mobility.
2. Consensus on the workload of a credit unit.
3. Consensus on the number of credit units for each year and for the different programs, i.e. Bachelors, Masters. The general trend is that 60 credits are equivalent to the workload of full-time student during one academic year = 1300-1800 hours.
4. Harmonized continental credit system that balances the different systems that span the continent: Anglophone, Francophone and Lusophone countries.

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Africa Credit Transfer System

- Harmonization
- Transferability of knowledge
- Mobility of learners
- Free movement of labour
- Regional and continental integration

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Results expected under HAQAA3

Result 1.2: The ACTS (proposed by TUNING II and promoted in HAQAA2) is finalized and supported in higher education authorities and HEIs in all five African regions, through regional university associations and QA/accreditation networks.

a) Organise a broad consultation of relevant national and regional authorities and HEIs in order to complete the definition of the Credit Transfer System;

b) Produce an ACTS User Guide including a particular emphasis on calculating workload and allocation of credits;

c) Produce and promote training materials on its application;

d) Organise a pilot in a selected sample of universities covering all African regions

e) Organise training of ACTS ambassadors

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Deliverables

- Report on the state of the art in Africa on academic credits
- Feasibility report on moving forward with the implementation of the ACTS
- 100 Universities pilot the ACTS in a selected degree program
- ACTS Virtual Collaboration Space
- Over 500 HEI staff complete ACTS Training Program
- 100 Institutional strategies to replicate implementation of the ACTS pilot
- ACTS User's Guide produced
- 100 ACTS Ambassadors inaugurated and integrated in HAQAA Ambassadors Network

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Structure

- Co-coordinated by OBREAL and

ACTS Expert Team

Work area leads:
Olusola Oyewole, Secretary General AAU
Pablo Beneitone, OBREAL

Experts:
Senghane Mbodji (French-speaking expert, ANAQ Sup Sénégal)
Robert Ayike (English-speaking expert, IUCEA)
Ana Maria Nhampule (Portuguese-speaking expert, CNAQ)
Youhansen Eid (Arab-speaking expert, Northern Africa)

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5 Phases

- **Phase 1:** Updated State of the Art in Africa on academic credits
- **Phase 2:** Lobbying for ACTS at regional and national level: Workshops and national visits to public authorities
- **Phase 3:** Piloting the ACTS: 100 universities from 10 African countries revise a study programs
- **Phase 4:** Piloting the ACTS: Assigning credits to the degree programs
- **Phase 5:** Developing the ACTS User's Guide

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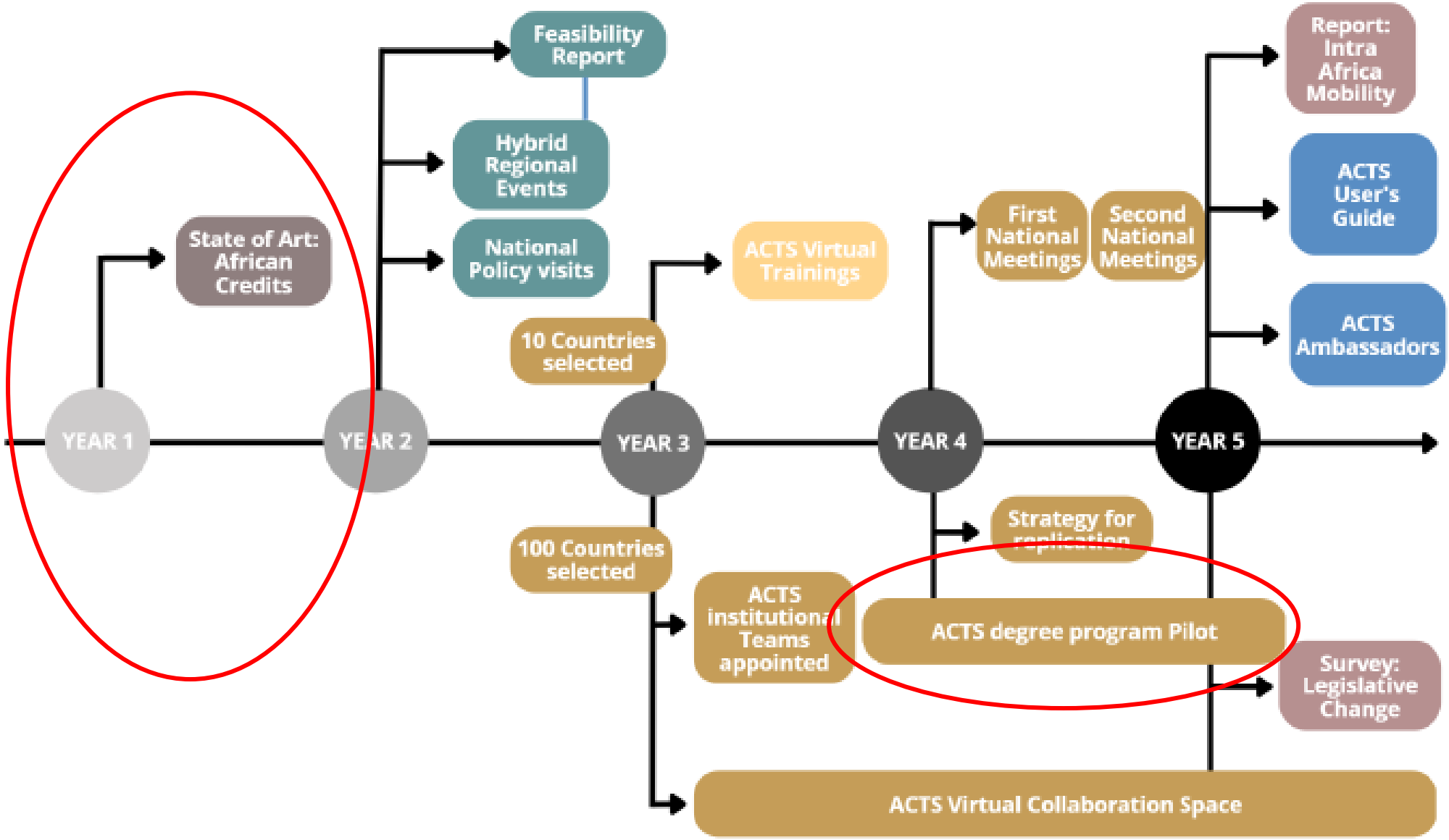
5 Phases



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Synergies with Intra Africa Mobility consortia

- Piloting ACTS
- ACTS training
- ACTS Ambassadors

But also:

- IQA trainings
- HE Data Collection trainings
- Policy trainings
- HAQAA Ambassadors Network
- African Continental and Regional Integration in HE Network

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THANK YOU!

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