



Harmonisation of African Higher Education Quality Assurance and Accreditation HAQAA (HAQAA Initiative)

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This initiative is implemented on behalf of the European and African Union Commissions by:



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HAQAA Initiative

- EU Service contract 2015-2018
- Implementing consortium: University of Barcelona (coordinator), AAU, DAAD, EUA and ENQA (complimentary partners, ensuring outreach, expertise)
- ❖ Objective: “Contribute to and support the harmonisation of higher education programmes and the creation of a revitalised, distinctive, attractive and globally competitive African higher education space, through enhanced intra-African collaboration”
 - Development of a harmonised quality assurance and accreditation system at institutional level, national, regional and Pan-African continental level



QA Trends in Africa

- Consolidated agencies in national QA systems, seeking to adapt, improve, consolidate
- Countries without agencies, seeking to develop them
- Regional regulators, associations, networks and capacity builders (CAMES, IUCEA, EAQAN, SAQAN....)
- Regional communities with a higher education mandate and regional guidelines for QA (East Africa)
- Budding regional harmonisation initiatives (SADC)
- African Union interest in harmonisation: Continental Strategy for Education (CESA)



Pan African Quality Assurance and Accreditation Framework (PAQAF): Action Lines

- **Facilitate collaboration, networking and capacity building between national and regional QA/accreditation agencies**
- **Development of African Standards and Guidelines for Quality Assurance**
- **Advance the development of an African Credit Transfer System**
- **Development of an African Continental Qualifications Framework based on existing national and regional qualifications frameworks**
- **African register (for QA agencies) and QA agency reviews**
- ***(Future) Continental Accreditation Agency***

Red = Action is covered under the HAQAA Initiative

Blue = Covered under TUNING Africa

Black = not yet developed



HAQAA Training Course: In review

- 41 African countries represented: 21 anglophone, 20 francophone
 - Including important African associations
 - Representing accreditation bodies, ministries and universities: officially nominated
-



HAQAA Training Course: Content



Personal Action Plan (PAP): Topics

- Establishment of National Agency

10 PAP
(e.g. Mali, Niger, Tchad)



- Institutional/ Program evaluation

5 PAP (e.g. Mozambique, Gabon, Algeria)



- Capacity building for QA Agencies

Egypt



- Facilitate the Harmonization of cross border higher education and student mobility in the SAQAN countries



- Streamlining QA systems

Ghana



- Implementation of recommendations of accreditation agencies in Universities

Senegal



- Sensitize universities on QA

3 PAP (Liberia, Burundi, RD Congo)



HAQAA
INITIATIVE



Some conclusions: Training Course

- EQA should strengthen IQA
- General consensus on relevance of training activities for QA in Africa at the continental level.
 - Bringing together different African language groups
 - Sharing good practices, and fostering networking through inter linguistic groups
- Emerging interest of national QA bodies to integrate expertise from other African countries into their own national QA trainings and external quality procedures
- Diversity of QA systems in Africa (emerging vs. established): ASG-QA can help to create a common understanding of QA on the continent. They can also be a first reference for some emerging systems.
- High commitment of all training course participants and experts for working together on strengthening the higher education system in Africa. “Ambassadors” for PAQAF, building on HAQAA for harmonisation activities.



Supporting IQA: Institutional evaluations employing the AQRM

- Support institutional quality culture and self-assessment in diverse institutions
- Promoted the politically endorsed self-assessment tool AQRM (African Quality Rating Mechanism), a tool under the PAQAF framework
- Technical workshop in March 2017 to prepare self-assessment (capacity building for self-assessment is in higher demand)
- Voluntary, improvement-oriented, not a ranking tool
- Reports are made public = transparency

AQRM: Selected Institutions

S/No.	University	Country	Region	Type	Remarks
1.	Eduardo Mondlane University, Maputo	Mozambique	Southern	Public	Lusophone
2.	Zimbabwe Open University	Zimbabwe	Southern	ODL	Anglophone
3.	Durban University Of Technology	South Africa	Southern	Public	Anglophone
4.	Botho University Lesotho, Maseru	Lesotho	Southern	Private	Anglophone
5.	Ecole Normale Supérieure De Constantine (ENSC)	Algérie	Northern	Public	Francophone
6.	Université Moulay Ismail	Morocco	Northern	Public	Francophone
7.	Al-Azhar University	Egypt	Northern	Public	Anglophone
8.	Crawford University, Igbesa	Nigeria	Western	Private	Anglophone
9.	Kwame Nkrumah University Of Science And Technology	Ghana	Western	Public	Anglophone
10.	University Ouaga II, Ouagadougou	Burkina Faso	Western	Public	Francophone
11.	The Catholic University Of Eastern Africa, Nairobi	Kenya	Eastern	Private	Francophone
12.	Sudan University Of Science And Technology, Khartoum	Sudan	Eastern	Public	Anglophone
13.	Ndejje University, Kampala	Uganda	Eastern	Private	Anglophone
14.	University of Science and Technology of Masuku (USTM), Franceville	Gabon	Central	Public	Francophone
15.	Université of Kisangani	DR Congo	Central	Public	Francophone

Supporting EQA: Review methodology for QA agencies

- Developed by the Technical Working Group that also drafted the ASG-QA
- A means to assess agencies externally and ensure that they comply with the ASG-QA
- Improvement oriented/ Voluntary (as of present)
- Piloted under HAQAA in 2018: 4 agency reviews and 4 consultancy visits

Key factors:

- Self-assessment by the agency
- Expert panel
- Site visit
- Coordinating Body (One or several possible?)
- Decision-making Body (Continental agency?)
- External review report (Public?)
- Follow-up



Agency reviews and consultancy visits

- Agency visits: Egypt, Zimbabwe, Senegal, Mozambique
 - Consultancy visits: Cameroon, Togo, Morocco, Mali
- Mixed African and European expert teams
- Formative exercise
- Feedback being generated on the agency review methodology
- Prospect to continue in HAQAA2



Impact of HAQAA

- A major impulse for developing various Action Lines of PAQAF, in cooperation between African regional and national stakeholder organisations and with European support and input
- Created a forum for generating debate and understanding regarding continental objectives, and to promote the AU policy agenda
- Created stronger links across regions and language groups around the topic of QA, though much work is still to be done



Observations and challenges

- No “one size fits all” solution: different regional contexts and stages of development need to be considered
- Regional and national partners play a critical role and synergies need to be sought (Advisory Board)
- Exchange and dialogue of higher education institutions and agencies / regulatory bodies is important for enhancing the systems.
- Change is slow both at institutional and policy level = A long-term financial investment needs to be driven by common interest of African EQA and IQA policy makers.

Implementing team

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