

# Quality Assurance in Higher Education: *The African Story of Achievements and Outstanding Needs*



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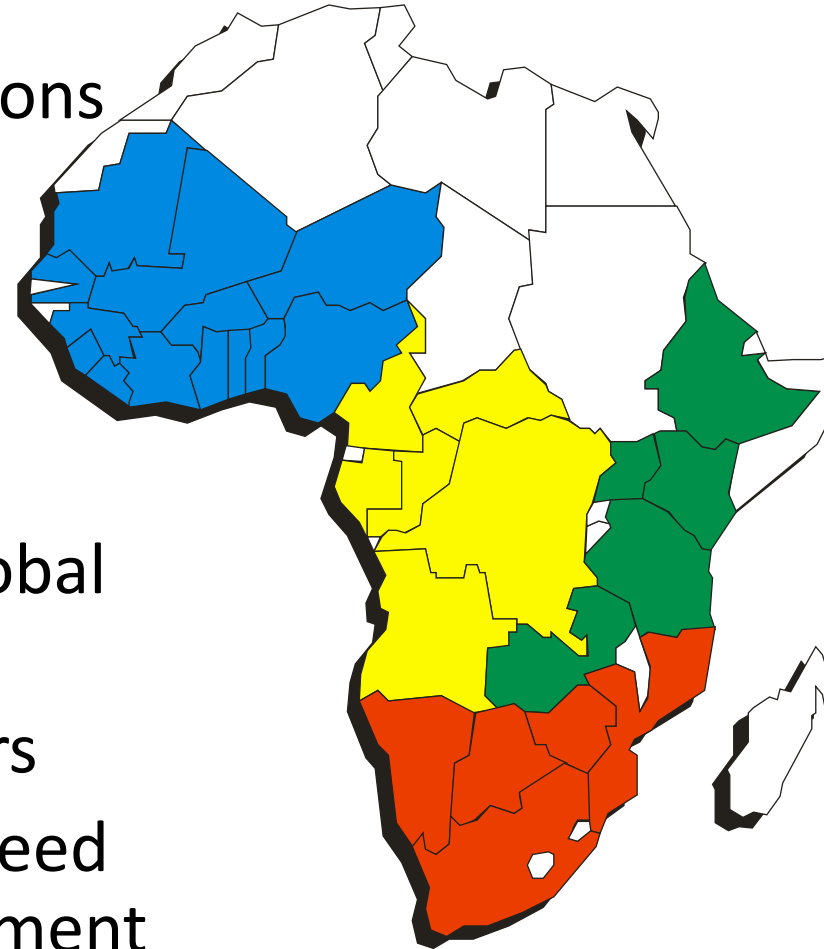
**CHEA-2012**

# The Story line

- Story worth listening to at CHEA? (**5 minutes**)
- Twelve recent developments in quality assurance in higher education in Africa (**20 minutes**)
- Challenges (**5 minutes**)
- Opportunities (**5 minutes**)
- Q & A (**20 minutes**)
- **TOTAL = 55 minutes**

# *Did you know that...*

- 2,302 higher education institutions
- Enrolling 6.2 million students
- 39% female enrolment
- Less than 20% in science, engineering and technology
- Contributes about 3% to the global scholarly literature
- A handful of Nobel Prize winners
- Students have potential to succeed given ambient learning environment



# Access

- Africa has the lowest higher education participation rate (**mean GER= 6.8%**)
- **1%** in Angola, Eritrea, the Gambia, Mozambique, Niger and the United Republic of Tanzania to a high of **18%** in Mauritius; followed by South Africa with **15%** and Nigeria with **12%**.

**- 2010**

# Countries with National Quality Assurance Agencies



# National and Sub-Regional Quality Assurance Agencies



# National, Sub-Regional and MoE Quality Assurance Agencies



# The Story line

**Is the story worth  
hearing**





# Why Should Other Regions be interested in the African Story?

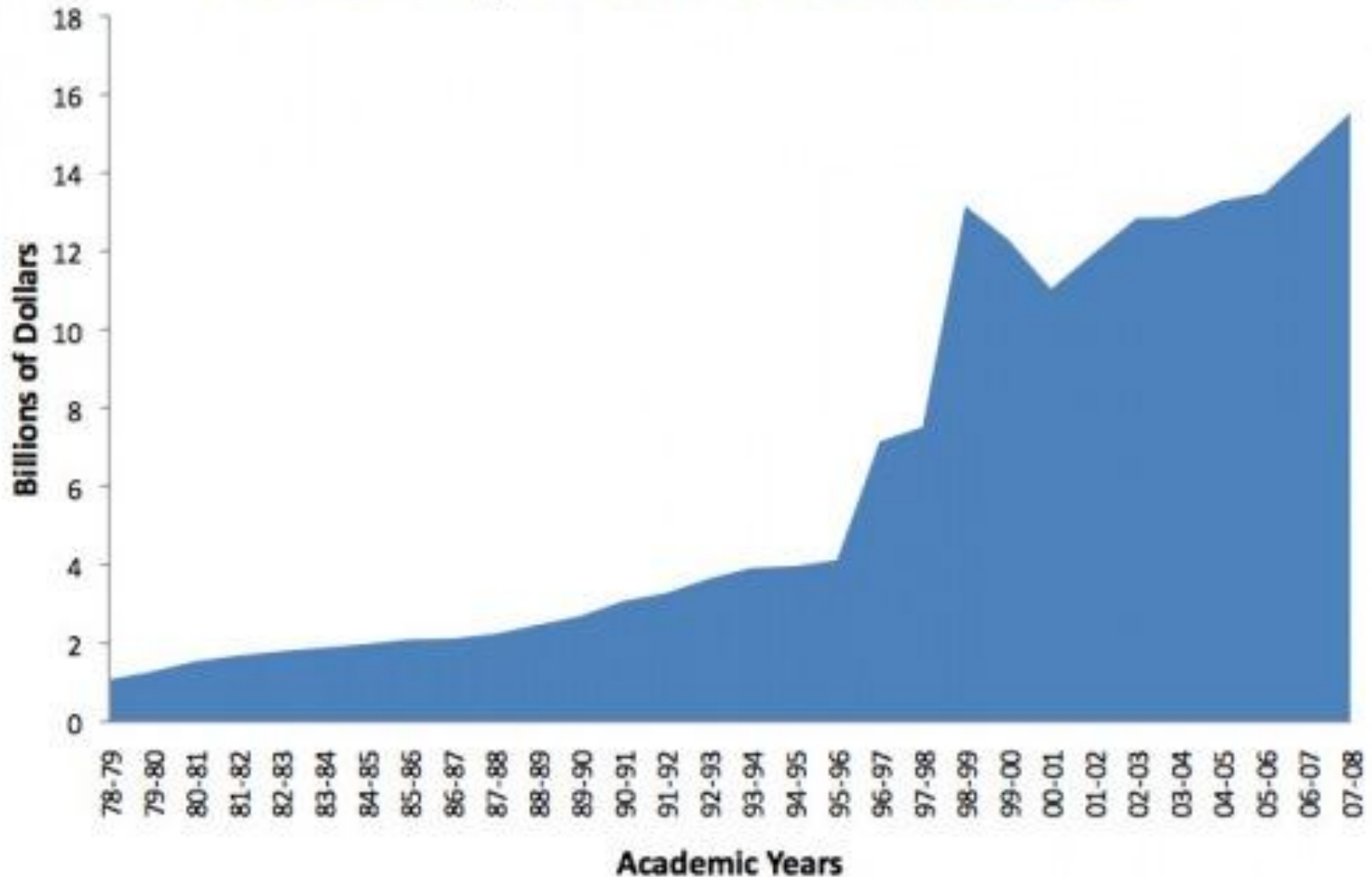
- Economic reasons
- Political reasons
- Partnerships and collaboration
- To learn lessons from other regions

# Economic Reasons

- Revenue for the higher education system
- Source of skilled immigrant labour
- Revenue from the Diaspora

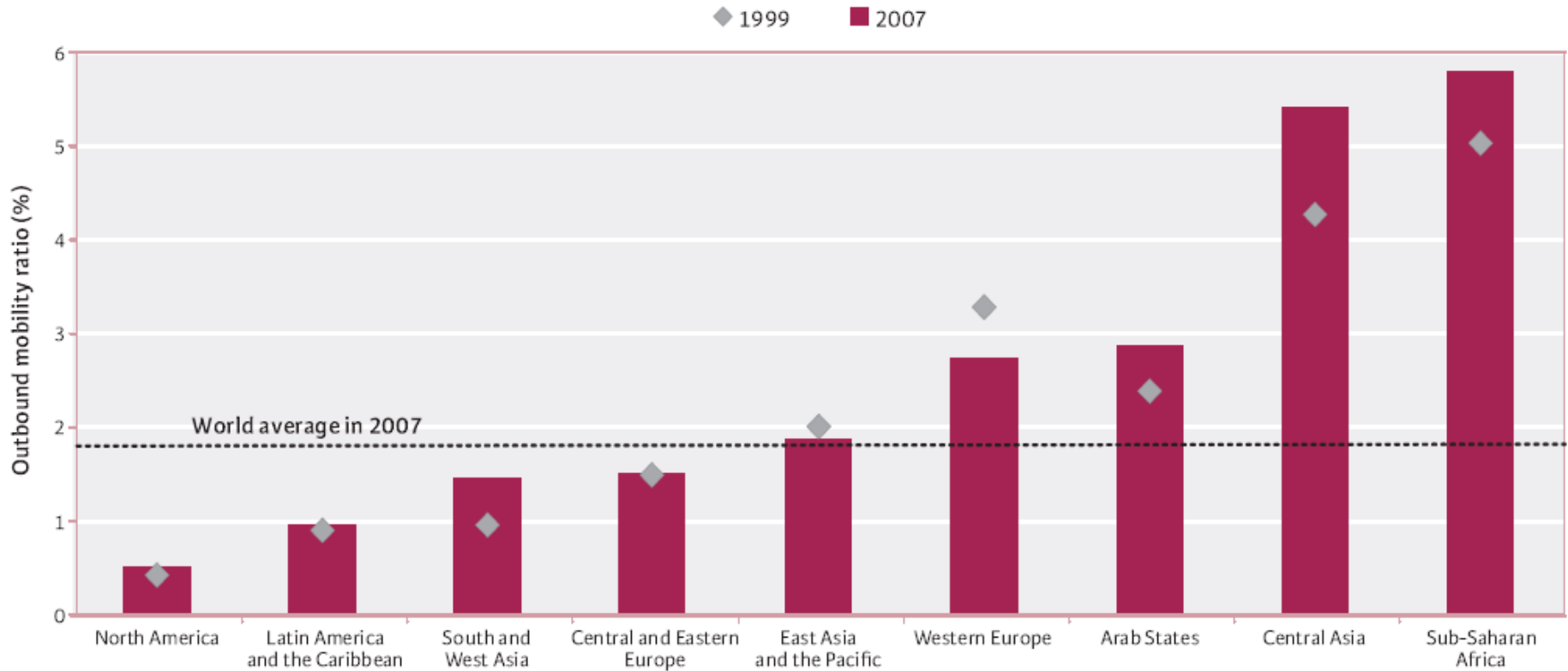
# US slice of the cake...

## Economic Impact from International Students



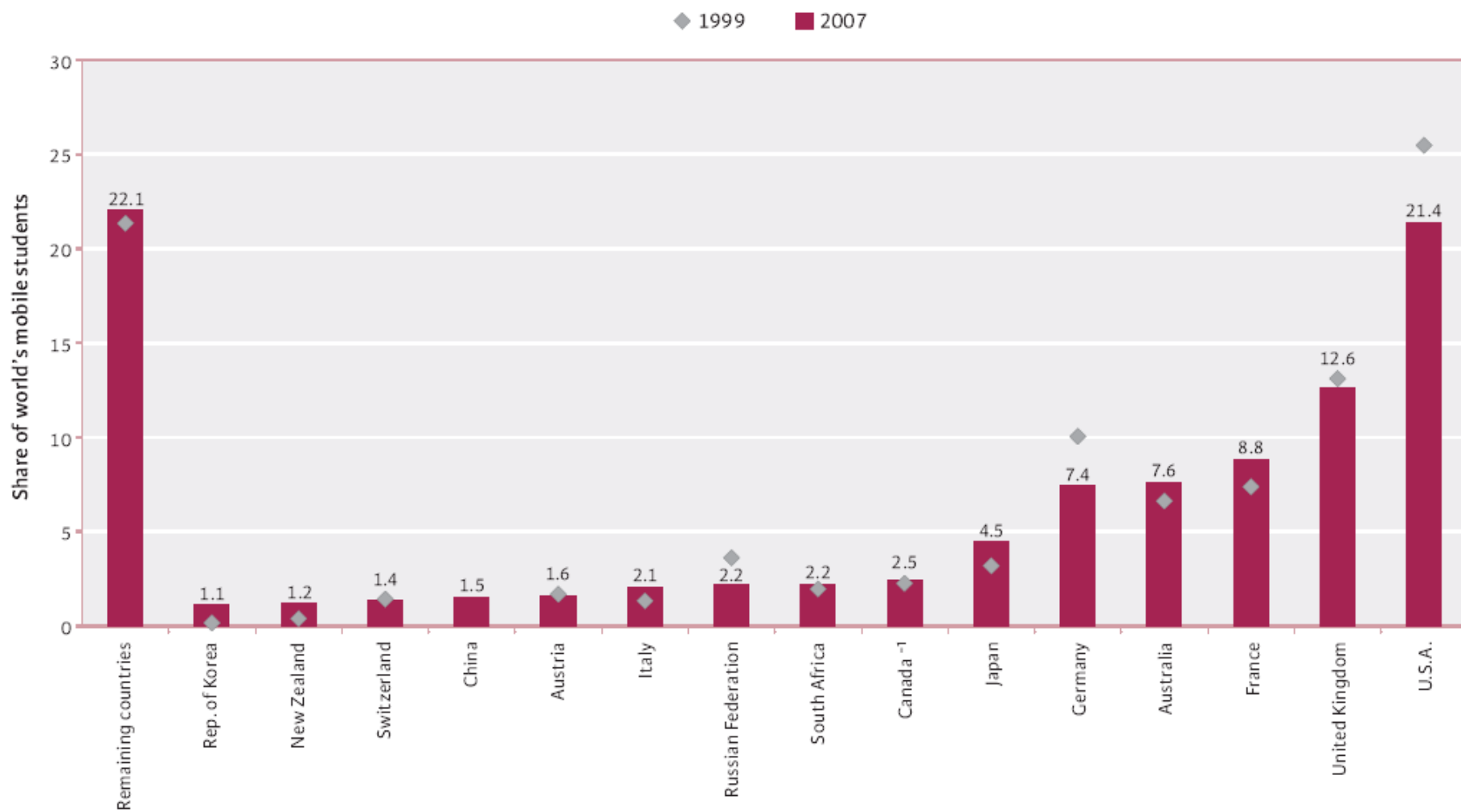
## How mobile are the world's tertiary students?

Number of mobile students from a given region as a percentage of tertiary enrolment in that region (outbound mobility ratio), 1999 and 2007



## What are the top 15 host countries?

Percentage of mobile students by country of destination, 1999 and 2007



# Political Reasons

- A strong Africa; a strong world
- The chain is as strong as its weakest link
- African emerging markets
- Six of the world's largest growing economies in the last decade were in Africa
- Growth across SSA remains undeterred by Europe's economic woes and is pegged close to 6% in 2012.

# THE CHRONICLE

of Higher Education

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January 25, 2012

### Obama Highlights Education's Role in Reaching National Policy Goals

By Kelly Field

Washington

With the presidential election less than a year away, President Obama focused his third State of the Union address Tuesday on the struggles of the nation's middle class, urging Congress to invest in worker retraining and make college more affordable for the average American family.

In a [speech](#) that lasted just over an hour, Mr. Obama called for an expansion of job-training

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# Partnerships and Collaboration

- Need to strengthen national , regional and global quality assurance structures and systems
- For resource sharing



## *EIGHT ISSUES*

- 1. Advocacy for accreditation.*
- 2. Accreditation's relationship with the federal government*
- 3. Accreditation and accountability*
- 4. Accreditation's relationship with state governments*
- 5. The relationship between institutions and accrediting org*
- 6. The relationships among accreditors*
- 7. International activity.*



**12**

**Things Happening Now in  
Quality Assurance in Higher  
Education in Africa**

- 1. African Quality Assurance Framework**
- 2. African Higher Education and Research Space**
- 3. Pan African University**
- 4. Credit Transfer System**
- 5. LMD Reforms**
- 6. Growing number of national QA agencies**
- 7. African Quality Rating Mechanism**
- 8. African Quality Assurance Network**
- 9. Quality Assurance Peer Review Mechanism**
- 10. ICQAHEA**
- 11. Development of Guide to Quality Assurance in Higher Education in Africa**
- 12. Development of Guide to Effective Teaching and Learning in Higher Education in Africa**

# African Quality Assurance Framework

- **The Goal:** To catalyse improvement in quality in higher education in Africa
- Africa to be under one umbrella in quality assurance in higher education in terms of minimum standards

Is it a **quality**  
assurance **strategy** for  
Africa **ts-all**

**No**

# Linguistic Diversity

- **Anglophone**
- **Francophone**
- **Lusophone**
- **Arabophone**



# African Quality Assurance Framework

## *Exciting Highlights*

- Linguistic barriers in QA processes to be broken down.
- Alignment with the goal of sustaining Africa's economic growth through production of quality graduates

# African Quality Assurance Framework

## *Methodology*

- Situation analysis of quality assurance practices in different countries and sub-regions in Africa
- Establish regional benchmarks and minimum standards
- Develop Africa regional framework
- **Note:** Sub-regional frameworks already in place in east and southern Africa.



# AFRICAN HIGHER EDUCATION AND RESEARCH SPACE (AHERS)

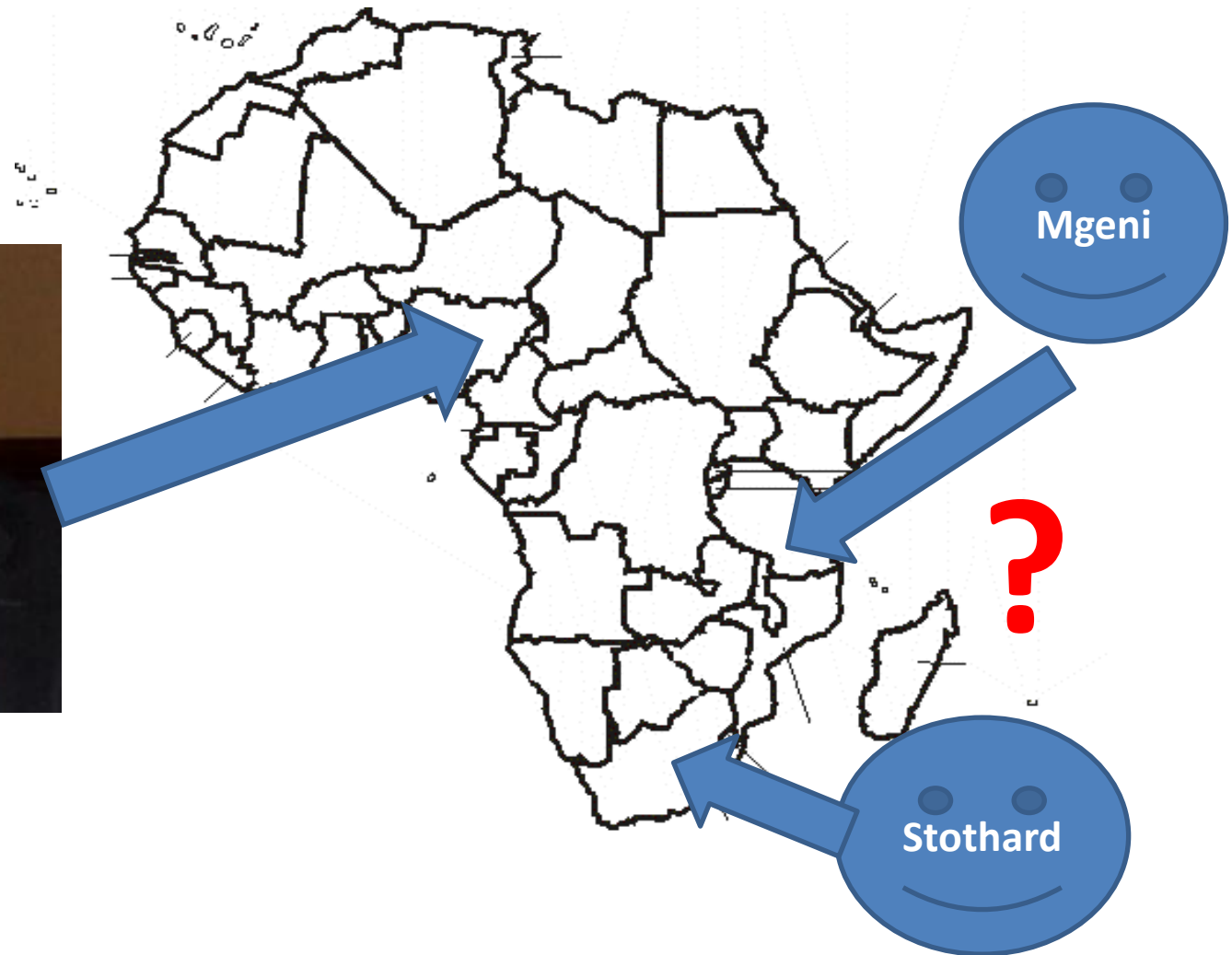
## Rationale

- Pockets of research with doubtful impact on development, dot the landscape
- Case of “left hand does not know what the right hand is doing”

# Urinary schistosomiasis in preschool children



Chiedu Mafiana



# AHERS Methodology

- Creation of database of researchers and research themes
- Mapping of researchers with similar themes
- Capacity building of researchers
- Evolution of centres of research excellence

# African Credit Transfer System



# African Credit Transfer Systems

- **Goal:** Enhancement of students mobility across institutions within and across countries
- **Methodology:**
  - Reach common understanding of what a “credit” is
  - Agree on minimum content for courses
  - Enter into regional agreement on credit transfer

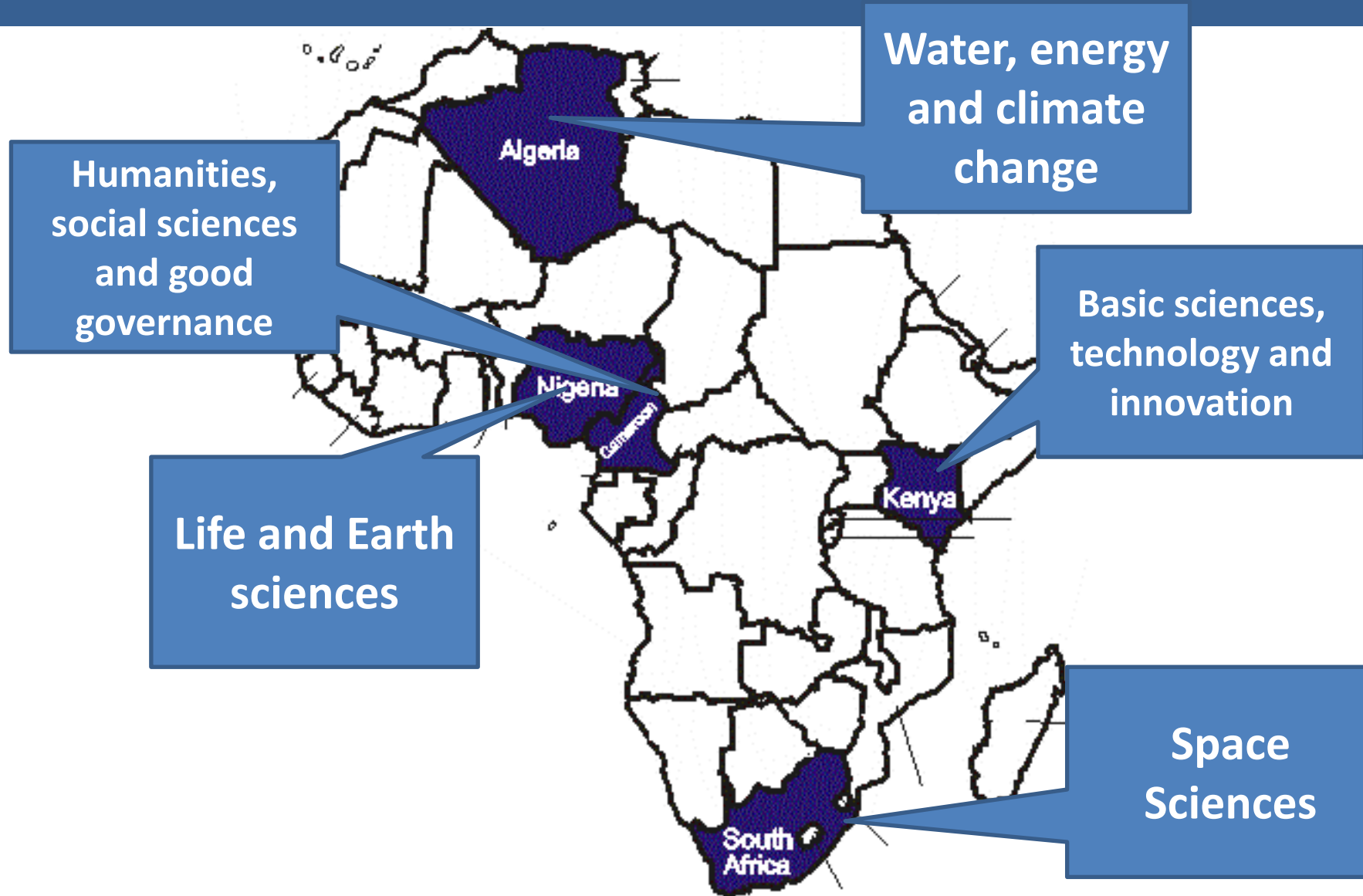
# Pan African University

- Promote science and technology in Africa and **strengthen quality in African institutions of higher education and research;**
- Speed up the exchange of results and data through African and international networks, including linkages between African academia and industry;
- Increase systematic **intra-African mobility of researchers and students;**
- Provide exemplars for enhancing attractiveness and global competitiveness of African higher education space;
- Produce **an adequate supply of highly qualified Africans able to innovate in order to address the challenges facing the development of the African continent** and
- Improve the **retention of skilled African professional human resources.**

# Pan African University

- The African Union Commission proposed in 2008 the creation of the Pan African University (PAU). The PAU involves the promotion, networking and development of programmes and research centres within selected existing high quality universities in the five geographic sub-regions, namely: Northern, Western, Eastern, Central Northern and Southern Africa.
- Each sub-region will host a thematic component of the PAU which will be committed to select and to network high quality centres developing similar programs and to serve as a coordinating hub for those institutions.

# Campuses of Pan African University





# Biennial Regional QA Conferences and Capacity-Building Workshops

- Held every other September
- Since 2005, receive country/regional reports on quality assurance
- Pursue agenda to overcome reported challenges
- **Impact:**
  - encouragement of new national QA agencies; enlightenment of top-level politicians; sharing of resources

# Guide to Effective Teaching and Learning in Higher Education in Africa

forthcoming  
2012



UNESCO BAMAKO CLUSTER OFFICE

## GUIDE TO EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION IN AFRICA



Editors

Juma Shabani  
Peter Okebukola



With funding support from the West African Economic and  
Monetary Union (known by its French acronym- UEMOA)  
and

Section for Teacher Policy and Development, Division  
for Planning and Development of Education Systems, UNESCO

# Guide to *Teaching and Learning in Higher Education in Africa*

- Stimulus: 1996 African regional survey showed need to build capacity of teachers in higher education in Africa in pedagogic skills
- First Guide produced in 2000
- Second Guide in 2012



# Modules

- Understanding the Higher Education Learner
- Curriculum Development in Higher Education
- Teaching and Learning Methods in Higher Education
- Effective Teaching of Freshman Classes
- Students' Perspectives on Learning
- **Teaching Large Classes**
- Tailoring Teaching to Learning Styles of Higher Education Students
- Promoting Reading Culture for Effective Teaching and Learning
- **New Technologies in Teaching and Learning in Higher Education**
- Teaching in a Multicultural Context
- Using Virtual Library and Digital Resources in Higher Education
- Teaching and Learning in the Arts
- Teaching and Learning in the Sciences
- Teaching and Learning in the Social Sciences
- Teaching and Learning in the Medical Sciences
- Teaching and Learning in Engineering and Technology
- Teaching and Learning in the languages
- Delivery of Higher Education Using Open and Distance Learning Methodologies
- Guidance and Counselling in Higher Education
- Empowering Women for Success in Higher Education
- Empowering Students with Special Needs
- Evaluation in Higher Education

# Guide to Quality Assurance in Higher Education in Africa

- To provide stakeholders in higher education in Africa with **techniques for effective conduct of quality assurance at the institutional, national and regional levels;**
- to offer guidance on **how to establish and run effective quality assurance units at the institutional level and agencies at the national level;**
- to provide guidance on **quality assurance of open and distance learning;**
- to suggest modalities for the effective conduct of institutional audit and visitation
- to propose **methodologies for funding quality assurance activities**

# Modules

- Fundamentals of Quality Assurance- Basic concepts, Importance and Scope
- Methodologies for Quality Assurance
- Development, validation and Use of Instruments for Quality Assurance
- Conducting Accreditation at Programme and Institutional levels
- Quality Assurance of Governance and Management
- Quality Assurance of Teaching, Learning and Research
- Effective Conduct of the External Examiner System
- Running an efficient Quality Assurance Directorate/Unit
- Techniques and Options for Setting up and Sustaining a Quality Assurance System
- Quality Assurance of Open and Distance Learning
- Effective Conduct of Institutional Audit and Visitation
- Funding Quality Assurance Activities
- International Experiences and Best Practices in Higher Education Quality Assurance
- Regulating and Quality-Assuring Cross-Border Providers of Higher Education
- Instilling Quality Assurance Culture
- Rankings and Quality Assurance
- Use of ICT in Quality Assurance Practices
- Legal issues in quality assurance

# Virtual Institute for Higher Education in Africa

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**Virtual Institute for Higher Education in Africa**

**VIHEAF**

in collaboration with the  
**NATIONAL UNIVERSITIES COMMISSION NIGERIA**



# Licence-Master-Doctorate (LMD) Reforms

- LMD reform was introduced in 2007 in UEMOA member **countries to align with anglophone system in response to the Higher Education Harmonisation Strategy in Africa of the African Union**
- 2011-2012 intensive activities around quality of teaching and learning, the pedagogic capacity of teachers, the level of research development and management of the credit systems



# Growing Number of Quality Assurance Agencies

<b>Year</b>	<b>Number of National QA Agencies</b>
<b>1990</b>	<b>9</b>
<b>2012</b>	<b>21</b>
<b>2015</b>	<b>32</b>
<b>2020</b>	<b>50</b>



**African Quality Rating  
Mechanism for  
Higher Education  
(AQRM)**

**Key Issues that Informed the  
Development of an African Higher  
Education Quality Rating  
Mechanism (AQRM)**

- Existing global ranking systems are criticised for **favouring certain types of universities** and certain aspects of higher education (e.g. science and research) **without understanding the context** in which HEIs operate and their unique missions and goals in dealing with social and economic priorities of their region

- **Differing education systems** e.g. Anglophone vs Francophone have differing programmes, differing incentives to instructors, differing systems of promoting academic staff and hence penalised by existing ranking systems.

# Rating Scales for AQRM

- Governance and Management
- Financial resources
- Infrastructure
- Recruitment, Admission and Selection
- Teaching and learning
- Research Outputs
- Student Support
- Community Engagement

<b>Criteria</b>	<b>Sample issues</b>
Governance And Management	1. The institution has a clearly stated mission and values with specific goals and priorities
	2. The institution has specific strategies in place for monitoring achievement of institutional goals and identifying problem areas.

Criteria	Sample issues
Infrastructure	1. The institution has sufficient lecturing spaces to accommodate many students taking the institutional mode of delivery into account.
	2. The institution provides sufficient learning /studying space for students including access to electronic learning resources, as required for the institutional mode of delivery
Finances	1. The institution has access to sufficient financial resources to achieve its goals in line with its budget and student unit cost.
	2. The institution has procedures in place to attract funding, including from industry and the corporate sector.



## Progress so far...

- 34 higher education institutions from all the sub-regions of Africa participated in the 2009-2010 data collection exercise
- Results to be released soon
- Outlook for improvements in the process based on the 2010 pilot experience

# African Quality Assurance Systems Peer Review Mechanism

- To share experiences on structure, functions, management, legal frameworks and other enabling attributes of quality assurance agencies in higher education in Africa;
- To assess the **degree of fit between current (observed) quality assurance practices and the expected** as encapsulated in vision and mission statements and strategic goals.
- To highlight strengths and weaknesses of quality assurance agencies for the purpose **of early remediation of deficiencies**;
- To identify best practices in quality assurance that can be modelled regionwide;
- To **promote partnerships and collaboration** among quality assurance agencies in Africa;

# Concluding Remarks

# What is the moral of the story ?

- From diversity to harmonisation while maintaining institutional and national identities and autonomy
- Partnerships and cooperation are key ingredients for success

# Several QA fires are burning in Africa

