African Higher Education and Quality Assurance

Peter Okebukola
President, Global University Network for Innovation (GUNI-Africa), former Executive Secretary, National Universities Commission, Nigeria

CHEA-2009
Prologue

CHEA friends ask:

Have you benefitted from the CHEA  2009 Annual Conference?
8 Years of CHEAing
What dividends?

• **Learned lessons** for improving quality assurance practices in Nigeria
• Shared African experiences with colleagues from other countries; who are now **better enlightened** about the African QA context
• Opportunities for **networking** in QA

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Thanks to Judith and her very able team ...
In 25 minutes
Wind up

In 30 minutes
STOP NOW
Why perspectives from Africa?

• In a globalised world of quality assurance, we need to know what our neighbours do
• Learn from each other’s good practices
• Network to improve practice
• Students and staff from Africa are now in most countries of the world. QA in African higher education becomes an issue
In a few sentences…

African countries have moved quickly to establish effective quality assurance systems. What actions have been taken and what remains to be done?
Focus on Sub-Saharan Africa

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The context: A Trip to Africa
from Washington Dulles Airport

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SIZE OF THE AFRICAN CONTINENT COMPARED TO OTHER LAND MASSES

<table>
<thead>
<tr>
<th>Country</th>
<th>Square Miles</th>
<th>Square Kilometers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>3,300,161</td>
<td>8,547,378</td>
</tr>
<tr>
<td>Japan</td>
<td>377,727</td>
<td>978,308</td>
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<tr>
<td>Australia</td>
<td>2,966,189</td>
<td>7,682,394</td>
</tr>
<tr>
<td>Europe</td>
<td>1,905,731</td>
<td>4,935,820</td>
</tr>
<tr>
<td>U.S.A. (Continental)</td>
<td>3,120,066</td>
<td>8,080,934</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,669,874</strong></td>
<td><strong>30,224,835</strong></td>
</tr>
</tbody>
</table>

**AFRICA (including Madagascar)**

<table>
<thead>
<tr>
<th>Country</th>
<th>Square Miles</th>
<th>Square Kilometers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,715,721</strong></td>
<td><strong>30,343,578</strong></td>
</tr>
</tbody>
</table>

This map was produced by the Map Design Unit of The World Bank. The boundaries, colors, denominations and any other information shown on this map do not imply, on the part of The World Bank Group, any judgment on the legal status of any territory, or any endorsement or acceptance of such boundaries.
Round the paper in **30 minutes**...

- Status of African higher education
- Where we are with regard to quality assurance practices
- Lessons learned
- The Road Ahead
Four questions....

• What is the status of higher education in Africa?
• What are the prevailing quality assurance practices?
• What are the major challenges to quality assurance
• What is the future of quality assurance in higher education?
Data sources

- 1st, 2nd and 3rd ICQAHEA conference presentations
- *GUNI 2007 World Report on Quality Assurance*
- Statistics from MOEs
- Web sites of Quality Assurance Agencies
Some notions of higher education in Africa

**Myth**
- Delivery system is all antiquated
- Graduates are mostly poorly prepared
- Too many bogus institutions

**Reality**
- Increasing use of new technologies
- System is producing a new breed of globally-competitive graduates
- Not the world’s worst case scenario
Some statistics

- 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%)
- 1% in Angola, Eritrea, the Gambia, Mozambique, Niger and the United Republic of Tanzania to a high of 17% in Mauritius; followed by South Africa with 15% and Nigeria with 10%.

- 2007
Stimulus for Quality Assurance

 Demand for Efficiency and Competitiveness

 Increased Mobility, Globalisation and Cross-Border Recognition of Qualifications;
QA Propelling Forces

- Need to be in top positions on global league tables
- Desire for better quality graduates
- Increased enrolment - massification
- Funding inadequacy - doing more with less
Benefits of QA

- Protection of students against poor quality programmes and maintaining the credibility of qualifications.
- Encourage and support providers to institutionalise a culture of self-managed evaluation that builds on and surpasses minimum standards.
- Increase the confidence of the public in higher education programmes and qualifications.
- Facilitate articulation between programmes of different higher education sectors and institutions.
What quality is assured?

**INPUT**
- Students
- Teachers
- Non-teaching staff
- Managers
- Curriculum
- Facilities
- Finance
- Instructional materials
- Other resources

**PROCESS**
- Teaching and learning processes
- Research
- Use of Time & Space
- Student Services
- Administration
- Leadership
- Community Participation

**OUTPUT**
- Skilled and employable graduates
- Responsible citizens
- Economic and social development
- Production of new knowledge

Equity, Efficiency, Effectiveness, Relevance, Quality
How quality is assured

• External examiner system
• Institutional audit/visitations
• Routine monitoring
• Accreditation
• …
Issue of Accreditation- the Process

- Programme
- Institutional
Programme accreditation: *The Process*

- Setting minimum standards
- Self study
- Selection and training of accreditors
- Site visit
- Decision making
- Disclosure
Decision Spectrum
Programme Accreditation

- Not accredited
- Denied
- Interim accreditation
- Partial accreditation
- Provisional accreditation
- Accredited
- Full Accreditation

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Cycles for programme and institutional accreditation

Programme

• Range 3 years to 8 years
• Relatively new university systems -3 years; well established systems= 5 years

Institutional

• 5 to 10 years
• Relatively new system=8 years; well established=10 years

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Institutional accreditation

• Setting minimum standards
• Self study
• Selection and training of accreditors
• Site visit
• Decision making
• Disclosure

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Decision Spectrum

Institutional Accreditation

- Not accredited
- No confidence
- Partial accreditation
- Partial confidence
- Accredited
- Confidence

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Impediments to quality in higher education

- Exploding demand
- Brain drain (educating Africans at the tertiary level simply leads to “brain drain.”)
- Ageing professoriate and poorly prepared younger lecturers
- Student migration
- Funding inadequacies
Impediments to quality in higher education -2

- Poor quality student input from the basic education level
- Curriculum not responding to contemporary developments
- Graduate production mismatched with national human resource requirement leading to severe graduate unemployment
- Poor teaching-learning environment
• Absence of National QA mechanisms in some countries.
• Only 17 countries have existing national structures for QA
• Institutional quality assurance exists in all cases.
QA Status Report in the sub-regions

- Anglophone West Africa
- Francophone West Africa
- East and Central Africa
- Spanish-speaking (Luzophone) countries
- North Africa and Arab-speaking countries
- Southern African countries.
West Africa

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Anglophone West Africa

• Nigeria (strong national quality assurance tradition) - 45 years
• Ghana (young national quality assurance agency)
• Sierra Leone (very young national quality assurance agency)
• Liberia (forming national quality assurance agency)
• Gambia (forming national quality assurance agency)
French-Speaking Africa (Excluding North Africa)

- (a) Ten West African countries including Benin, Burkina Faso, Cote d’Ivoire, Mali, Guinea Conakry, Guinea Bissau, Niger, Senegal and Togo.
- (b) Five Central Africa countries including Cameroon, Central African Republic, Congo, Gabon, and Chad;
- (c) Two countries of the Great lakes Region represented by Burundi and Rwanda and
- (d) one Indian Ocean country namely Madagascar
Sub-regional QA agency (CAMES) exists
17 countries implement QA policies but do not have strong structures to support QA;
12 of 17 countries yet to set up national QAAs;
Inadequate capacity for monitoring and for programme and institutional accreditation; and
Limitation in QA of distance and e-learning provisions
Quality assurance agencies have been established in each of the four countries Kenya, Uganda, Tanzania, and Ethiopia.
## East Africa (contd)

<table>
<thead>
<tr>
<th>Country</th>
<th>Agency</th>
<th>Year of Establishment</th>
<th>Level of Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kenya</strong></td>
<td>Commission for Higher Education (CHE)</td>
<td><strong>1985</strong></td>
<td>Semi</td>
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<tr>
<td><strong>Uganda</strong></td>
<td>National Council for Higher Education (NCHE)</td>
<td><strong>2001</strong></td>
<td>Semi</td>
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<tr>
<td><strong>Tanzania</strong></td>
<td>Tanzania Commission for Universities (TCU)</td>
<td><strong>2005</strong></td>
<td>Semi</td>
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<tr>
<td><strong>Ethiopia</strong></td>
<td>Higher Education Relevance an Quality Agency (HERQA)</td>
<td><strong>2003</strong></td>
<td>Semi</td>
</tr>
</tbody>
</table>

Although the Higher Education Accreditation Council was first established in 1995.
Portuguese-speaking African Countries

- **Angola** has no national quality assurance agency.
- **Mozambique** has established the National Commission for Quality Assurance (CNAQ) which will gradually become an autonomous body for quality assurance.
- Both Angola and Mozambique associated with Southern African Development Regional QA network, and are being helped to modernise their education and training systems.
Three countries (South Africa, Namibia and Mauritius) have quality assurance systems in place, with national bodies responsible for coordination and ensuring coherence.

Six other countries - Zambia, Malawi, Botswana, Swaziland, Lesotho and Zimbabwe have well established quality assurance systems and are also in the process of modernising their systems.

A regional effort is going on to promote the harmonisation of quality assurance.
Major Challenges

Access

• More spaces needed
• Delivery system (e.g. ODL) to reach many more
Europe – Origin of Foreign Students- 2006

<table>
<thead>
<tr>
<th>Country</th>
<th>Foreign Student (Total)</th>
<th>Africa</th>
<th>North America</th>
<th>South America</th>
<th>Asia</th>
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<tr>
<td>Austria</td>
<td>31,682</td>
<td>965</td>
<td>554</td>
<td>320</td>
<td>3,885</td>
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<tr>
<td>Belarus</td>
<td>1,794</td>
<td>136</td>
<td>2</td>
<td>20</td>
<td>1,497</td>
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<td>Belgium</td>
<td>38,150</td>
<td>10.973</td>
<td>485</td>
<td>646</td>
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<td>Bulgaria</td>
<td>8,130</td>
<td>146</td>
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<table>
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<tr>
<th>Country</th>
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<th>North America</th>
<th>South America</th>
<th>Asia</th>
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<tbody>
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<td>2,720</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>8</td>
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<td>Czech Republic</td>
<td>7,750</td>
<td>239</td>
<td>102</td>
<td>82</td>
<td>727</td>
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<tr>
<td>Denmark</td>
<td>12,547</td>
<td>382</td>
<td>307</td>
<td>123</td>
<td>1,027</td>
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<tr>
<td>Finland</td>
<td>6,288</td>
<td>716</td>
<td>294</td>
<td>69</td>
<td>1,666</td>
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<td>France</td>
<td>147,402</td>
<td>75,465</td>
<td>5,242</td>
<td>4,253</td>
<td>19,828</td>
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<td>Germany</td>
<td>199,132</td>
<td>19,394</td>
<td>5,387</td>
<td>4,265</td>
<td>67,658</td>
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<tr>
<td>Hungary</td>
<td>11,242</td>
<td>175</td>
<td>435</td>
<td>15</td>
<td>1,602</td>
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<tr>
<td>Country</td>
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</tr>
<tr>
<td>Ireland</td>
<td>8,207</td>
<td>415</td>
<td>2,044</td>
<td>21</td>
<td>1,399</td>
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<tr>
<td>Italy</td>
<td>29,228</td>
<td>2,186</td>
<td>612</td>
<td>1,233</td>
<td>3,463</td>
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<tr>
<td>Latvia</td>
<td>7,917</td>
<td>12</td>
<td>24</td>
<td>4</td>
<td>7,124</td>
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<td>Netherlands</td>
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<td>2,559</td>
<td>348</td>
<td>1,079</td>
<td>3,308</td>
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<tr>
<td>Norway</td>
<td>8,834</td>
<td>733</td>
<td>393</td>
<td>149</td>
<td>1,017</td>
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<tr>
<td>Poland</td>
<td>6,659</td>
<td>296</td>
<td>451</td>
<td>57</td>
<td>1,081</td>
</tr>
<tr>
<td>Portugal</td>
<td>11,177</td>
<td>6,093</td>
<td>601</td>
<td>1,846</td>
<td>142</td>
</tr>
<tr>
<td>Country</td>
<td>Foreign Student (Total)</td>
<td>Africa</td>
<td>North America</td>
<td>South America</td>
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<td>---------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>Republic of Moldova</td>
<td>2,578</td>
<td>81</td>
<td>1</td>
<td></td>
<td>1,046</td>
</tr>
<tr>
<td>Romania</td>
<td>11,669</td>
<td>691</td>
<td>155</td>
<td>33</td>
<td>1,681</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>64,103</td>
<td>23,112</td>
<td></td>
<td></td>
<td>28,013</td>
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<tr>
<td>Slovakia</td>
<td>1,690</td>
<td>133</td>
<td>18</td>
<td>11</td>
<td>390</td>
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<tr>
<td>Spain</td>
<td>39,944</td>
<td>4,013</td>
<td>2,645</td>
<td>6,604</td>
<td>1,131</td>
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<tr>
<td>Sweden</td>
<td>26,304</td>
<td>641</td>
<td>1,387</td>
<td>572</td>
<td>2,303</td>
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</tbody>
</table>

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<th>South America</th>
<th>Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland</td>
<td>27,765</td>
<td>1,802</td>
<td>697</td>
<td>866</td>
<td>2,175</td>
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<tr>
<td>United Kingdom</td>
<td>225,722</td>
<td>18,134</td>
<td>18,564</td>
<td>2,926</td>
<td>74,400</td>
</tr>
</tbody>
</table>
Challenges: Equity and Funding

- Less females in science and technology
- For the poor and for the rich
- For under-served populations
- Funding inadequacies
## Scaling the hurdles

### Capacity Building Training Programs

<table>
<thead>
<tr>
<th>At Institutional Level</th>
<th>At National Level</th>
<th>At sub-regional and Conti. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training workshop on building internal quality assurance system in higher education institutions</td>
<td>Training workshop for peer reviewers as external quality auditors</td>
<td>Training workshop on assuring quality in distance education, e-learning, and cross-border higher education</td>
</tr>
<tr>
<td>Training workshop on institutional self-evaluation</td>
<td>Training workshop for experts in quality assurance agencies</td>
<td>Regional framework towards harmonization and Rating mechanisms</td>
</tr>
</tbody>
</table>

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A Peep into the Future…

- Global collaboration in quality assurance
- Borderless higher education – processes and products - Arusha Convention
In the next 10 years

- African higher education space
- Improved quality assurance framework for open and distance learning
- Postgraduate quality assurance
Initiatives to promote quality assurance

- Establishment of national quality assurance agencies (40% growth in the last 5 years)
- Regional quality assurance agencies
- AU Decade of Education
- Intensive capacity building
- ICQAHEA
So, what’s new?

• Accreditation involving Global Experts (AGE)
• Licence-Master-Doctorate (LMD) reform
• Active use of the Diaspora
• Expansion of the ODL systems
Hot Spots....

• No. PhD no appointment/promotion to and beyond Lecturer Grade 1
• Institutional autonomy Vs central regulation
What needs to be done...

- Establish national QAAs in countries without any
- Build capacity of QA experts and practitioners for programme and institutional QA activities in all countries;
- Develop national and regional guidelines for QA in cross-border provisions incl. e-learning. Consider modifying and adopting the OECD/UNESCO guidelines;
Initial reactions to a depressed economy

- Lower minimum standards? **NO**
- Reduce regularity of accreditation site visits? **NO**
- Lengthen life of accreditation status? **NO**
- Stay within carrying capacity? **YES**
  Cut your quality coat according to your cloth

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STOP NOW

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Just before I go…

Suggestions for improving QA in Africa and for partnerships are welcome

Thank you