



**ASSOCIATION OF AFRICAN UNIVERSITIES  
ASSOCIATION DES UNIVERSITES AFRICAINES**

**اتحاد الجامعات الافريقيه**

**Capacity Building Workshop for National  
Quality Assurance / Accreditation Agencies**

**15<sup>th</sup> – 17<sup>th</sup> April, 2009  
Dodowa, Ghana**

**WORKSHOP REPORT**

## **1.0 INTRODUCTION**

### **1.1. *Brief Background***

The Association of African Universities (AAU) encourages the facilitation of networking and information exchange between and among African quality assurance/ accreditation agencies towards establishing regional and continental networks. To discharge its commitment in promoting the quality of African higher education, the AAU has initiated a “*Quality Assurance Support Programme*” in collaboration with the World Bank and UNESCO. One component of this programme intends to support national quality assurance/accreditation agencies in developing strong external evaluation and monitoring systems as key strategy for the development of credible and effective education and training systems in Africa.

As part of the activities under the Support Programme, the AAU has organized a capacity building workshop for both emerging and existing national quality assurance agencies from 15<sup>th</sup> to 17<sup>th</sup> April 2009 at Dodowa, near Accra, Ghana. The workshop was the first of its kind to bring African quality assurance agencies in one platform. This provided an opportunity for the agencies to share their experiences and learn from each other; exchange and update information; disseminate good practices of quality assurance; reinforce regional harmonization; and facilitate networking and continental cooperation. Moreover, it created the basis for promoting the establishment of African Quality Assurance Network (AfriQAN). *The programme of the workshop is attached in Appendix I.*

The capacity building workshop was funded by the Global Initiative for Quality Assurance Capacity (GIQAC), which is a joint initiative of the World Bank and the UNESCO.

### **1.2. *Workshop Themes and Objectives***

The following ten themes were addressed during the workshop.

1. The Notion of Quality in Higher Education and Quality Assurance Concepts
2. External Quality Assurance and Accreditation Mechanisms: Country Experiences
3. Setting up a National Quality Assurance Agency: General Perspective
4. Similarities and Differences in QA and Accreditation Practices of African QA Agencies
5. Approaches to External Quality Assurance and Methodological Options
6. Framework for Evaluation of Quality in Higher Education Institutions
7. The Processes in Carrying out External Quality Assurance: A Practical View
8. Regulation and Quality Assurance in Cross-Border Higher Education
9. The African Union Harmonization Strategy and Quality Rating Mechanism
10. Towards Harmonization and Establishing African Quality Assurance Network

The workshop was intended to lay a foundation for emerging national quality assurance agencies and to provide additional input for strengthening the work of already

established regulatory bodies mandated in the quality assessment or accreditation of higher education institutions.

The main objectives of the workshop were:

- to **provide capacity building input** to national quality assurance agencies with quality fundamental concepts, effective external QA approaches, different methodological options, and practical considerations in developing monitoring and evaluation systems;
- to **facilitate information exchange and experience sharing** on quality assurance mechanisms and accreditation practices in Africa;
- to raise awareness on continental framework towards **harmonization and quality rating mechanism**; and
- to reinforce cooperation between national QA agencies and **promote the establishment of AfriQAN** - African Quality Assurance Network.

### **1.3. Participants**

The capacity building workshop was attended by participants from the following National Quality Assurance / Accreditation Agencies.

- Tertiary Education Council of Botswana
- National Accreditation Board, Ghana
- National Council for Tertiary Education, Ghana
- Council for Higher Education, Kenya
- National Commission on Higher Education, Liberia
- Department of Higher Education of the Ministry of National Education and Scientific Research, Madagascar
- National Council for Higher Education, Namibia
- National Universities Commission, Nigeria
- Quality Assurance and Research Development Agency, Nigeria
- Quality Assurance Department of the Ministry of Secondary Education, Regional University Centers and Universities, Senegal
- Higher Education Quality Committee, South Africa
- Tanzania Commission for Universities, Tanzania
- National Council for Higher Education, Uganda

*A List of Participants is attached in Appendix II*

## **2.0. OPENING REMARKS AND PRESENTATIONS**

### **2.1. Opening and Welcome Remarks**

### **2.1.1 Opening Remarks by Director of Research and Programmes, AAU**

Opening the workshop, Prof. John Ssebuwufu, Director of Research and Programmes at the AAU made a few remarks on behalf of Prof. Goolam Mohamedbhai, Secretary General of the Association of African Universities who, because of another engagement could not be present at the opening session. Prof. Ssebuwufu warmly welcomed participants and thanked them for making time out of their busy schedules to be part of discussions on Quality Assurance, which had taken on new dimensions.

He recalled the 'good old days' of the 60s elite system where smaller sized classes and student-lecturer ratios in themselves assured quality education. There was therefore no need for discussion of QA issues. Today, however, the number of people seeking university education coupled with inadequate numbers of university teachers, as well as an influx of new players including online / offshore providers and private universities pose quality problems and raise concerns of quality assurance.

Prof. Ssebuwufu noted that it was reassuring to know that some African countries have bodies responsible for quality assurance. He however pointed out that some higher education institutions would rather not have other bodies looking over their shoulders. There are limits to freedoms and the processes of teaching have to be monitored and evaluated. He underlined that regulators and institutions, by balancing autonomy and accountability, need to work together and collaborate to ensure the provision of quality higher education. Prof. Ssebuwufu also mentioned that the AAU, in its commitment to address the problems facing African higher education, has put in place programmes aimed at promoting quality assurance in which one of the outcomes is this capacity building workshop. He said that it is a good opportunity to both emerging and existing national quality assurance agencies so that they can learn from each other.

Prof. Ssebuwufu congratulated the QA Project Officer, Adwoa Sey and her Assistant, Gabrielle Hansen, for the hard work done so far and acknowledged the contribution of Prof. Olusola Oyewole, who until recently, was the Project Officer. He commended Agnes Apedoe for providing support and Jocelyn Barnor, Head of Finance for the role she plays in the smooth running of the project. Finally, he thanked Dr. Yohannes Woldetensae the Consultant and Facilitator for the Workshop for assisting the AAU in organizing the capacity building workshop.

### **2.1.2 Welcome Remarks by the Deputy Executive Secretary of the NCTE, Ghana**

After participants introduced themselves, the Guest of Honour for the workshop, Deputy Executive Secretary of the National Council for Tertiary Education (NCTE), Mr. Paul Gyandu, extended greetings from the NCTE Executive Secretary, Mr. Paul Effah. Commending the AAU for the excellent preparations toward the workshop, he emphasized the importance of quality assurance to African higher education institutions and to a meaningful development of the continent as a whole. Recounting problems of access and enrolment and the fact that various institutions are now awarding their own degrees, he underlined the need to strengthen capacities of national quality assurance bodies to play their roles effectively.

Recalling that one of the key areas identified in the Regional Conference on Higher Education in Africa, held November 2008 in Dakar, was the need for the establishment of regional networks and strengthening the capacity for quality assurance, Mr. Gyandu noted that the capacity building workshop comes at the appropriate time. He pointed out that lessons from the workshop should be communicated to regional and sub-regional bodies. Finally, he welcomed participants on his part wishing a fruitful and commendable workshop.

## **2.2 Presentations from Workshop Facilitator**

The following six topics were presented by the facilitator for the workshop, Dr. Yohannes Woldetensae, Consultant and a Senior Expert in Higher Education Quality Assurance.

- The Notion of Quality in Higher Education and Quality Assurance Fundamental Concepts
- Setting up a National Quality Assurance Agency: General Perspective
- Approaches to External Quality Assurance and Methodological Options
- The Processes in Carrying out External Quality Assurance: A Practical View
- Regulation and Quality Assurance in Cross-Border Higher Education
- The African Union Harmonization Strategy and Quality Rating Mechanism: General Overview

### ***2.2.1 The Notion of Quality in HE and Quality Assurance Fundamental Concepts***

Dr. Woldetensae started his presentation by explaining Quality as a multi-dimensional concept that has various interpretations such as excellence; perfection; value for money; transformation; meeting customers' needs; conformance to standards; fitness for purpose; as well as 'fitness for purpose' and 'fitness of purpose'. He identified the "Fitness for purpose" definition extended to include "Fitness of purpose" as the most widely used notion in higher education comprising quality and relevance.

Then he discussed some fundamental concepts of quality assurance by emphasizing systematic and continuous attention to Quality Control (ensuring minimum quality standards); Accountability (creation of transparency and public assurance); and Quality Improvement (enhancing quality towards better achievement). He noted that although assuring quality is primarily the responsibility of the higher education institution itself, monitoring the quality of educational programmes by external body is necessary. He pointed out that external quality assurance can provide a push for institutions to set up appropriate internal quality assurance mechanisms.

### ***2.2.2. Setting up a National Quality Assurance Agency: General Perspective***

In his second presentation, the workshop facilitator underlined that it is important to identify the basic underlying purpose of the QA system and to consider the national

context when setting up a quality assurance agency. He explained that agencies should have sufficient autonomy and operational independence with adequate human and financial resources to match the tasks they are required to perform. He also mentioned that QA agencies have to identify relevant and measurable standards of inputs, process and outcomes at institutional and programme levels.

Dr. Woldetensae discussed the INQAAHE Guidelines of Good Practice that can be used as a framework to guide new external quality assurance agencies and promote public accountability in QA agencies that have established. He noted that quality assurance in higher education is not only a national concern but has become an international issue. This has stimulated a demand for better information exchange and collaboration between QA agencies.

### ***2.2.3. Approaches to External Quality Assurance and Methodological Options***

This presentation discussed several approaches and methodological options to external QA. The consultant explained that usually accreditation is compulsory, standard-based and a mechanism for quality control while quality audit is mostly a voluntary process that uses fitness for purpose approach and it is improvement oriented. He noted that the scope of external quality assurance may cover only private and/or public institutions; university and/or non-university sector; campus-based and/or distance education; and local institutions and/or CBHE providers.

He further discussed the unit of analysis in external quality assurance (EQA) could be at Institutions and/or programme levels. He explained that institutional EQA considers the whole institution of which academic programmes are a part. But programmatic EQA focuses on individual programmes and assesses with more depth at department level. Dr. Woldetensae noted that both types are linked since institutional EQA cannot be conducted without looking at programmes, and programmatic EQA must look into the broader institutional environment. He also pointed out that considerably more human and financial resource is required to undertake assessments fully at programme level than operating a system that focuses entirely at institutional level.

### ***2.2.4. The Processes in Carrying out External Quality Assurance: Practical View***

This presentation addressed main processes in carrying out external quality assurance that include identifying criteria for evaluating higher education quality; analysing the self-assessment of a HEI; external review by a team of assessors; decision-making and reporting by the agency, and follow-up. The consultant noted that self-assessment is a central element in external QA and it is useful to provide guidance for institutions in preparing a meaningful self-assessment report. He pointed out that the proper selection of reviewers and the training they receive is crucial as the evaluation report of the review team is an important input to the decisions of a QA agency.

Dr. Woldetensae noted that when the purpose of EQA is quality control, the decisions of the agency may be a simple accredited or not accredited decision. But if the purpose of quality assurance is improvement oriented, the agency may report about the strengths and weaknesses of an institution and suggest recommendations. He also mentioned that some QA agencies have built-in procedures for following up the results of their reviews. In other cases, the responsibility and formal role of an agency may end with

the publication of the evaluation report and institutions are responsible for planning and implementing the follow-up measures.

### **2.2.5. Regulation and Quality Assurance in Cross-Border Higher Education**

In his fifth presentation, the facilitator discussed about various forms of cross-border higher education (branch campus, independent institution, franchise, affiliation, and virtual). He underlined that the availability of updated database to identify all providers with compulsory registration and licensing procedures is crucial to assuring the quality of CBHE and to protect consumers and other stakeholders from low quality education provision. He noted that local regulatory bodies need to establish partnerships with external quality assurance agencies in provider countries and work jointly to ensure the quality of education delivered in the receiving country. UNESCO/OECD guidelines and actions recommended were also a focus of the presentation.

### **2.2.6. The African Union Harmonization Strategy and Quality Rating Mechanism: General Overview**

The last presentation provided a general overview about the AU harmonization strategy including the Arusha Convention and quality rating mechanism. Dr. Woldetensae noted that the main goals of harmonization are to bridge the gap between educational systems that exist as a result of colonial legacies; facilitate the mobility of students and academic staff across the continent; promote the development of effective quality assurance mechanisms; and to contribute to the vision of the African Union in building an integrated Africa. He explained the five major focus areas of the AU harmonization strategy by highlighting the crucial role of quality assurance agencies in implementing the harmonization strategy.

The consultant noted that the establishment of an African quality rating system is essential to measure the performance of higher education institutions and to foster the comparability among academic qualifications in the continent. He indicated that national higher education accreditation and quality assurance agencies within countries will be required to maintain their data about accredited higher education providers and programmes. The success of harmonization strategy depends on having credible and reliable national agencies that will be responsible for providing standardized information. Finally, Dr. Woldetensae pointed out that the establishment of a continental framework of HE qualifications across Africa is expected to be accomplished by 2015.

## **2.3. Presentations from National Quality Assurance Agencies**

To share experience from different sub-regions, the higher education quality assurance and accreditation mechanisms in three countries: Kenya, Nigeria and South Africa were presented.

### **2.3.1. Presentation from Nigerian Universities' Commission (NUC)**

On behalf of Prof. Julius Okojie, Executive Secretary of the NUC, Prof. Chiedu Mafiana a Director at the Executive Secretary's Office made a presentation on the *Quality Assurance and Accreditation Mechanisms in the Nigerian University System*. Prof.

Mafiana began his presentation by introducing the Nigerian University System that consists of 95 universities with 27 Federal, 34 State and 34 Private. He noted that the QA mechanisms in Nigeria include internal self-assessment; external examination system; institutional audit; accreditation of programmes; and certification by professional bodies. Besides NUC, professional bodies are also major players in monitoring education quality in universities. He discussed two-pronged approach that NUC adopts in the discharge of its quality assurance mandate: (i) Setting of Minimum Academic Standards (MAS) for all programmes taught in Nigerian universities; and (ii) Accreditation of such programmes.

He explained the MAS was developed in 1989 using subject specific experts in thirteen major disciplines as major reference instrument for accreditation. In 2004, benchmark statements were incorporated with MAS to develop Benchmark Minimum Academic Standards (BMAS). Other documents are also used for accreditation that include manual for accreditation procedures, self-study form, programme evaluation form, accreditation panel report form, and accreditation re-visitation form. He discussed the accreditation procedures as well as the accreditation status and their implications with respect to Full Accreditation, Interim Accreditation, and Denied Accreditation. He further discussed the impact accreditation on universities, on the public, and on the NUC itself. Prof. Mafiana revealed challenges of QA in Nigerian Universities that include increased number of universities, accreditation of postgraduate programmes, open and distance learning, unapproved part-time programmes, Illegal affiliations and satellite campuses. He indicated that NUC plans to introduce institutional accreditation besides programme accreditation to ensure that the entire institution is adequately quality assured.

### **2.3.2. Presentation from Commission for Higher Education (CHE), Kenya**

The *Quality Assurance and Accreditation Mechanisms in Kenyan Higher Education System* was presented by Mrs. Joyce M. Mutinda, Chief Executive Officer of the CHE. She mentioned that the university system consists of 7 public universities (By law they have self-accrediting power) and 23 private universities (11 chartered or with full license, 8 with letters of interim authority, and 4 registered). Mrs. Mutinda noted that quality in CHE is viewed as conformity to standards and continuous improvement. The CHE uses the accreditation system to ensure quality in higher education as formal recognition to meeting minimum standards and licence to operate. She explained that three types of accreditation are used in Kenya: (i) Program accreditation to approve as university curriculum, (ii) Institutional accreditation as authority to collaborate with other HEIs in affiliation process, and (iii) reaccreditation. Institutional accreditation/incensing is done in three stages, leading to grant on a Letter of Interim Authority, award of a Charter, and grant of a Certificate of Re-Inspection.

She mentioned that only universities are expected to offer degree programmes. Any other institution that offers a degree must be affiliated to a university. Mrs. Mutinda explained that, rules, standards, guidelines, questionnaires, and checklists are used as tools to conduct the accreditation processes. She further discussed that assessment and audit are also used as mechanisms to quality assurance. She noted that apart from the CHE, professional bodies are also involved in ensuring quality in their respective professions. She finally discussed some challenges that include lack of harmonization in legal framework delivery using ICT, and relationships with various professional bodies.



### **2.3.3. Presentation from the Higher Education Quality Committee (HEQC)**

Mr. Theophilus Bhengu, HEQC Deputy Executive Director of the Council on Higher Education (CHE) made a presentation on the *Quality Assurance and Accreditation Mechanisms in South African Higher Education System*. Mr. Bhengu first introduced the higher education system in South Africa that contains 23 public HEIs with 761,000 enrolments and 90 private institutions with 120,000 enrolments. He recalled that in 1994, the democratic government inherited a HE system that was uneven – racially divided and differently funded because of the previous apartheid regime.

He explained the responsibilities of CHE and HEQC including the recent mandates of generation and setting of standards for HE qualifications. He discussed external QA mechanisms that included institutional audits, programme accreditation, national reviews, and quality promotion & capacity development. The *national reviews* involve the re-accreditation of existing programmes in selected disciplinary areas whereas *quality promotion & capacity development* is aimed at assisting institutions in various ways in promoting quality and ensuring that they are equipped for the HE accreditation and national reviews system. Mr. Bhengu indicated that every HEI in South Africa is required by law to apply for accreditation before offering any new programme. The HEQC's programme criteria indicate the minimum standards necessary to support and enhance the quality of teaching and learning. They are used as benchmarks against which all higher education programmes will be evaluated.

He noted that the accreditation process for new programmes has two stages: the candidacy phase followed by the accreditation phase. The outcomes could be Accredited, Conditionally-accredited, or Not-accredited. He also mentioned that based on audit findings and other relevant quality information, a self-accreditation status may be granted by the HEQC to an institution for a period of six years which enables the institution to re-accredit existing programmes. Foreign providers in South Africa as well as SA higher education providers abroad are monitored by the HEQC and are subject to programme accreditation procedures and requirements for cross-border academic activities. Mr. Bhengu finally discussed some QA challenges including student enrolments and equity, staff equity (staff in the historically white institutions remain overwhelmingly white and male), student graduation and success, the issue of quality as a key policy driver, renewal in core activities of teaching, learning and of the curriculum, and merger of institutions.

## **2.4. Other Presentations**

### **2.4.1. Briefing about NUC Guidelines**

Mrs. Florence J. Asemadahun, Deputy Director of Accreditation of the NUC, gave some briefings about NUC guidelines for assessing universities in Nigeria. She pointed out that various manuals have been developed that serve as reference documents for the accreditation of programmes in the Nigerian University System. These include Minimum Academic Standards in the 13 major disciplines: Administration, Agriculture, Arts, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Management Sciences, Pharmaceutical Sciences, Sciences, Social Sciences and Veterinary Medicine.

Mrs. Asemadahun noted that the NUC also worked out the procedure for the accreditation exercise and other several forms including the Self-Study Form; Programme Evaluation Form; Accreditation Panel Report Form; Accreditation Re-visit Form. She briefly discussed some of the guidelines. She explained that the programme evaluation form contains accreditation criteria with their weightings to be completed by the evaluators through assignment of scores and written comments. Some copies of the documents were displayed and provided for participants.

#### **2.4.2. Presentation on AAU QA activities**

Ms Adwoa Sey, QA project officer of the Association of African Universities (AAU), presented the activities of AAU on quality assurance. She noted that the AAU has prioritized the task of promoting quality of higher education as a core theme of its strategic plan and initiated a “*Quality Assurance Support Programme*”. She mentioned the activities of AAU in Quality Assurance that include learning support on institutional self assessment; assistance to working on QA policies to some HEIs; support to institutions with external reviewers; empowerment of students for QA; liaison with other continental QA bodies; and inauguration of African QA network.

She also pointed out that AAU, in partnership with World Bank and UNESCO, is actively involved in a *Global Initiative for Quality Assurance Capacity* (GIQAC) that is designed to support QA networks through capacity building in HEIs and national QA bodies. She said that the workshop is funded by the GIQAC. She informed participant that a website for African Quality Assurance Network (AfriQAN) ([www.afriqan.org](http://www.afriqan.org)) is initiated by the AAU that will be used as an online resource for members of AfriQAN. Ms Sey urged participants to contribute their part to the development of the website. She noted that the AAU promotes the facilitation of networking and information exchange between and among African QA agencies towards regional and continental networks.

#### **2.4.3. Presentation on Culture of Quality**

Mrs. Theresa Okafor, representing the Quality Assurance and Research Development Agency, Nigeria (QAARDAN) gave a presentation on the *Culture of Quality Assurance*. Mrs. Okafor mentioned some misuses in notions of assuring quality that included quality as a form of ritual or token; as a burden; as suspicion of management motives; as frontline staff resistance; and as lack of mutual trust. She noted that QA agencies should ensure that institutions accept QA criticisms as being constructive and not prescriptive; evaluation is not used as a tool for exclusion but as a measure for carrying capacity; QA evolves for continuous improvement; partnership to help supplement local capacity; cooperation and dialogue are step up; government interference are lessened; and private-public partnerships are established.

Mrs. Okafor discussed issues that are useful for developing a quality culture that included self awareness; ethos; sense of ownership; internal quality process shift from episodic to continuous; shift from input to an alignment of processes to learning outcome; build recognition through research; and shift from being judgemental to developmental.

### 3. PLENARY DISCUSSIONS

A number of points were raised in the plenary discussions. The highlighted issues that emerged from the discussions are presented as follows.

- It was noted that working definition of quality for a QA agency could involve various notions. Besides 'fitness for propose' It may also consider the transformative nature of quality in value addition to educational programmes; the value for money aspect in promoting accountability to public expenditure; or conformance to standards in relation to monitoring quality. An agency might use not only one definition; it could apply a composite of different notions of quality.
- Some participants were concerned that there could be a lack of political will on the part of African Governments to willingly contribute to the work of QA agencies, as governments are sometimes under pressure to provide access to university education to many students as possible.
- It was noted that the first stage of establishing a national quality assurance system was challenging and it was always useful to create awareness intensive with regard to awareness creation o. It was advised that QA agencies ensure buy-in into the accreditation process. This will develop trust between institutions and the agency. It also ensures institutions internalize and own the quality assurance process.
- It was stressed that is useful to give trainings and awareness creation seminars to institutions on self-assessment and internal QA mechanisms. Institutions should be conscious of internal quality assurance and be aware of its benefits. This will lead to institutions performing self-assessments for their own good.
- It was noted that it is useful to appoint board members of QA agencies by considering both the representation of relevant stakeholders as well as personal capacity.
- It was pointed out that appeal process against a decision of a QA agency should not encourage compliance culture. It has to be evidence based.
- It was recognized that standards are useful tools for assessing quality in both accreditation and audit. The need to identify measurable and relevant standards considering the national contexts was highlighted. The importance of an appropriate weighting and scoring of the various components of the core standards was also mentioned.
- It was argued that the prescription of standards including the insistence on doctorate degrees as requirements is necessary to quality control. The proportion of university staff with PhD should be adequate as academic staff need to have a research talent in addition to teaching.
- The need for clear criteria in award of 'Professorship' title was mentioned as it helps to ensure that professors in different countries meet minimum requirements and have comparable competences.

- It was mentioned the need for clear guidelines that indicate an acceptable number of part time staff institutions could have; and converting rules to calculate Fulltime-Equivalent-Staff.
- It was noted that regarding professional programmes, certification by professional associations and academic accreditation by QA agencies need to be viewed as complementary activities.
- In addition to other mechanisms, tracer studies and surveys on employers' satisfaction was suggested as an important tool to check the quality of graduate students.
- It was recognized that although assessment at institutional and programmatic levels have their distinctive characters, they are linked as one cannot be conducted without looking at the other.
- It was mentioned that some terminology (such as accreditation, approval, recognition and licensing) are confusing. To help participants understand QA terms, the INQAAHE glossary was suggested as being a good source.
- Participants were informed that the CHE in Kenya keep updated information on accredited institutions in URL-portal of UNESCO.
- The Nigerian initiation with regard to introduction of external monitoring into the accreditation process was recommended as useful exercise to improve African QA system and to enhance its international credibility.
- Participants were concerned about shortening the duration of programmes. It was informed that discussion is initiated in South Africa on the possibility of increasing the current 3-year undergraduate programs to 4 years to allow more time for teaching and learning.
- It was noted that it is important to determine duration of degree programmes in terms of credit hours so that it is possible to compare their durations in different countries. The need to explicitly specifying minimum credit requirements was highlighted.
- Participants were informed of the development of a common credit system within East Africa which when completed will facilitate student mobility in the region. It was also learnt that a similar initiative is under consideration in the SADC region.
- It was mentioned that that the Inter-University Council for East Africa (IUCEA) is initiating cross-country peer review and accreditation of Open and Distance Learning (ODL). Guidelines for ODL are developed.
- It was noted that Madagascar and Senegal as members of CAMES have regional accreditation of institutions within harmonized framework for the 17

Francophone member countries to align curriculum; facilitate the recognition of degrees; and undertake the Licence-Masters-Doctorate (LMD) reform.

- It was pointed out that the harmonization strategy is African-driven process initiated by the African Union as part of the effort to integrate the continent.
- It was stressed that since most African educational systems are modelled after the European system, it is useful to learn from the Bologna process by adapting it to the African contexts. There is no need to re-invent the wheel.
- It was indicated that other regions (Arab, Latin America) are doing well in promoting harmonization of HE and Africa should not left behind.
- Participants highlighted the need for stepping up awareness creation campaigns by all bodies. It was recognized that more need to be done to establish continental framework of academic qualifications by 2015.
- A combination of online discussions and face-to-face meetings involving all relevant stakeholders were identified as being effective to share and disseminate information about the harmonization process. It was underlined that increased advocacy in promoting stakeholder involvement is necessary to secure bottom-up commitment in addition to the top-down initiation.
- Participants noted that African governments should provide more information through their Ministries of Education about the African Union harmonization strategy.
- It was underlined that for the harmonization process to succeed and be attained in the short time available, an integration of all initiatives is crucial.

Participants have also identified various challenges in implementing the processes of external quality assurance including:

- Resistance from institutions to quality monitoring
- Constraints in human and financial resources
- Lack of peer reviewers that can participate in quality audit or accreditation assessment. Academic staff mostly resist to take such assignment as they are saddled with heavy workloads
- Institutions emphasise more on data description instead of evaluating the teaching learning process when they prepare the self-assessment report. They tend to focus in presenting the data simply with little analysis and evaluation.
- The 'wet paint' scenario was also raised in which some institutions arrange their QA mechanisms only for the sake of preparation for external audit without considering it as regular activity that needs continuous attention. Documents may have been put together hurriedly for the audit visit and therefore lacking value for appropriate evaluation.

- In some countries, the laws that established public universities gave them power to start new programmes. This brings a legal challenge for agencies to assess them for accreditation.
- Some participants were concerned with illegitimate affiliations as cases have been observed that unaccredited institutions are affiliated illegally with accredited ones.

There was a common understanding that assuring quality in higher education is not a simple task particularly in conditions where enrolment expansion is rapid and resources are inadequate. Participants recognized the need for establishing and developing credible monitoring systems in their respective countries.

#### **4. GROUP SESSIONS**

Besides the presentations and plenary discussions, four group sessions were organized to discuss the following themes.

- Similarities and Differences in Quality Assurance and Accreditation Practices of National Agencies
- Framework for Evaluation of Quality in Higher Education Institutions
- Monitoring Providers of Cross-Border Higher Education
- Towards Harmonization and Establishing African Quality Assurance Network (AfriQAN)

Participants were allocated in two groups consisting of nine persons in each. *The Group Sessions Discussion Points are attached in Appendix III.*

##### **4.1. GROUP SESSION – ONE**

Theme: *Similarities and Differences in Quality Assurance and Accreditation Practices of National Agencies.* The objective of this session was to recognize the disparities between national systems in quality assurance and accreditation mechanisms; and to identify comparable practices that create basis for regional and continental harmonization.

From the group session discussions, it was noted that all the national QA agencies consider “Fitness for purpose” and “Fitness of purpose” as working definition of QUALITY. The HEQC of South Africa uses additionally “Value for money” and “Transformation” whereas the CHE in Kenya applies “Conformance to standards”. All the agencies identified Quality Control, Accountability, and Improvement as the main purposes of their quality assurance systems.

While most of the functions of the agencies are similar, rating of HEIs is done in Nigeria while an admission of students to institutions is approved in Madagascar and the TEC of Botswana is involved in funding public institutions. It was observed that program accreditation and institutional quality audit are the main mechanisms in most of the national agencies. In some new QA agencies, although audit is not currently applied, it

is speculated as one of their functions to be implemented once they have well established. It was noted several agencies have dual characters being both accrediting agency and quality assurance agency.

It was reported that in several QA agencies accreditation applies to both public and private institutions. But in some countries such as Kenya and Senegal accreditation applies only for private HEIs. With regard to the scope of assessment, most agencies are involved with universities and non-university sector institutions; however Nigeria, Tanzania, and Madagascar consider only the university sector. Regarding external reviewers, it was reported that in most of the agencies there are criteria for selecting reviewers and induction is given to review teams. Usually external reviewers are paid modestly. In South Africa, there is a data base for identifying a pool of reviewers and a training manual is developed.

#### **4.2. GROUP SESSION – TWO**

Theme: *Framework for Evaluation of Quality in Higher Education Institutions.* The objective of this session was to discuss and exercise certain criteria for evaluating quality in higher education institutions.

Eleven criteria were given as an example for the exercise of evaluating quality in higher education institutions. The groups have assigned the following marks to each criterion.

<b>Criteria for evaluating the quality in HEIs</b>	<b>Group A</b>	<b>Group B</b>
1. Institutional Mission and purpose	8%	5%
2. Governance and Management	7%	10%
3. Infrastructure, finances and learning resources	11%	25%
4. Academic staff	14%	20%
5. Student Admission and support services	9%	5%
6. Curriculum relevance and programme monitoring	10%	4%
7. Teaching, learning and Assessment	9%	5%
8. Student progression and Graduate outcomes	9%	8%
9. Research, publication and innovation	10%	7%
10. Community/Societal Engagement	5%	3%
11. Quality Assurance Mechanisms	8%	8%
Total	100%	100%

Variations were observed in allocated marks by the two groups, apart from that assigned to QA mechanisms. The highest disparity was with the criterion infrastructure, finances and learning resources - Group A assigned 11% while Group B allocate 25%. From this exercise, it was learnt that it is not a simple matter to weighting quality criteria. The groups have also classified the given criteria as Input, Process, and Output/Outcome. Then they assigned weights to each category as shown below.

	<b>Group A</b>	<b>Group B</b>
Input	41%	50%
Process	35%	30%
Output/Outcome.	24%	20%

The groups also made rules (intervals of scores) to rate the quality of an institution as EXCELLENT, GOOD, ADEQUATE, UNSATISFACTORY, and POOR.

	<b>Group A</b>	<b>Group B</b>
EXCELLENT	80 -100%	80 -100%
GOOD	70 – 79%	65 – 79%
ADEQUATE	60 – 69%	50 – 64%
UNSATISFACTORY	50 – 59%	40 – 49%
POOR	0 – 49%	0 – 39%

It was asked that the groups suggest a minimum standard for the percentage of full-time academic staff with PhD that should be met as threshold level by:

- A university with strong research focus
- A teacher-training institution

Percentage of staff with PhD		
	<b>Group A</b>	<b>Group B</b>
A university with strong research focus	75%	70%
A teacher-training institution	65%	50%

The groups suggested the following staff-student-ratio as a minimum standard for the programmes Economics and Civil Engineering.

Staff-student-ratio		
	<b>Group A</b>	<b>Group B</b>
Economics	1:20	1:40
Civil Engineering	1:10	1:20

It was noted that both quantitative standards and professional judgment of qualitative standards are useful to evaluate quality in higher education institutions. They are complementary (not mutually exclusive).

#### **4.3. GROUP SESSION – THREE**

Theme: *Monitoring Providers of Cross-Border Higher Education.* The objective of this group session was to exchange experiences and views among participants on the challenges regarding cross-border higher education in their country and recommend different options for effective regulation and quality assurance.

From the groups' discussions, it was noted that the provision of cross-border is done through various mode including branch campuses, independent institutions, franchise affiliation and by virtual means.

It was pointed out that the issue of cross-border is a real challenge. It was mentioned of a ban on cross-border provision In Nigeria due to great abuse such as advertising to



offer a PhD study within six months. NUC does not accredit CBHE providers as there is currently an embargo on the providers. Some participants pointed out that the presence of illegal foreign providers is observed through their advertisements on the print media and bill-boards. Cases were also mentioned where CBHE providers came as companies in order not to be registered (not to be caught) by regulatory bodies and QA agencies. It was noted that the push by WTO/GATS for the commercialisation of education, especially higher education makes it difficult to kick against cross-border provision.

Challenges identified regarding cross-border provision included

- Poor quality of programs and academic staff
- Legality of the provision. Some providers have no legal status
- There are cases where some QA agencies in receiving countries are reluctant to provide information on CBHE
- The drive for excessive profit making
- Non-recognition of certificates issued by providers of cross-border education by employers and institutions of higher education
- Use of inappropriate equipment especially for e-learning and virtual education
- Duplication of course content for different programmes e.g. Bachelor of Business management and Bachelor of International Business-Marketing
- Difficulty in collaboration with foreign QA Agencies
- Flooding the market with humanities and social sciences at the expense of the sciences and technological programmes

Participants noted that collaboration of African accreditation and quality assurance agencies is useful to tackle the challenges of CBHE. Suggested solutions to the challenges of cross-border provision included:

- Establishing and strengthen collaboration with the QA agencies of the providing countries.
- A tightening of registration and regulatory mechanisms
- Updating databases for facilitating the regulation and quality assurance of cross-border higher education
- Providing information to the public about CBHE providers
- Adapting the UNESCO/OECD guidelines to local and national contexts. The need to consider the various modes of CBHE provisions in the national QA systems was recognized.

#### **4.4. GROUP SESSION – FOUR**

Theme: *Towards Harmonization and Establishing African Quality Assurance Network (AfriQAN)*. The objective of this session was to identify areas of collaboration between

quality assurance and accreditation agencies towards harmonization at regional and continental levels; and to create basis for promoting the establishment of AfriQAN.

In the group discussions it was highlighted that national QA agencies need to work together to promote harmonization as it is a useful initiative for the continent. The need for collaboration between existing quality assurance agencies was identified as key to forming successful networks. The suggestions for successful implementation of harmonization process included the following.

- Assign a desk officer for comparability, credit accumulation and transfer system
- Organize sensitization workshops to create awareness among the university community and to disseminate information
- Give mandate (legal power) to national external QA agencies in dealing with their specific roles in promoting the harmonization process
- Establish a Pan-African review panel; share experiences and resources
- Collect and collate relevant data on higher education institutions; keep updated register of accredited programmes
- Link up websites of national QA agencies in Africa
- Support the establishment of QA in other African countries where they don't exist

Participants underlined that the existing initiatives need to be effectively streamlined. It was also pointed out to promoting the establishment of an African Quality Assurance Network that will consist of national QA agencies in Africa with strong link to sub-regional networks. Through the discussions, it was highlighted to establish an interim Committee that facilitate follow-up activities in promoting AfriQAN. It was suggested to elect members for the committee comprising each sub-region with the Association of African Universities (AAU) as coordinator. Accordingly the following persons were elected as members of the Interim Committee for AfriQAN.

Prof. Mayunga H.H. Nkunya (Chair) – Tanzania, representing East Africa  
Mrs. Florence J. Asemadahun – Nigeria, representing West Africa  
Mr. Abdou Lahate Cisse – Senegal, representing the CAMES region  
Mr. Theophilus Bhengu – South Africa, representing Southern Africa  
Ms. Adwoa Sey (Secretary) – representing the AAU as coordinator

It was decided that until all structures are in place for a full commencement, the AAU should coordinate activities of the network. It was also pointed out that a Northern Africa representative, and other members will join the Committee after contacts are made.

Participants underlined that adequate fund and budget is necessary for the activities of AfriQAN. The AAU was asked to solicit funding to promoting the African quality assurance network. It was suggested that African governments be approached through the African Union for support. It was also noted that funding from member institutions and QA agencies would be additional source for financial support. Participants agreed to endorse the formation of AfriQAN and to advocate for it.

## 5. CLOSING REMARKS

In the closing discussion, participants highlighted that the workshop was very useful and provided an important platform to information sharing. They expressed their appreciation for the work of the AAU and indicated their desire to continue working with the Association. It was noted the need for organizing such capacity building workshop at regular basis.

In closing the workshop, Prof. Goolam Mohammedbhai, Secretary-General of the Association of African Universities, commended the workshop participants for the enthusiasm they had shown in their discussions. He appreciated the formation of an African Quality Assurance Network – AfriQAN. Prof. Mohammedbhai proposed the formulation of a workshop Declaration as a basic reference and orientation for follow-up activities. He suggested the title “**April 2009 Dodowa Declaration**” reminding the city ‘Dodowa’ where the workshop took place. Accordingly participants further discussed and a draft was prepared. *The workshop Declaration is attached in Appendix IV.*

The Secretary-General appreciated the work done in organizing the capacity building workshop and acknowledged the QA Project Officer, Ms Adwoa Sey and her Assistant, Mrs. Gabrielle Hansen. He thanked the Consultant Dr. Yohannes Woldetensae for his contribution in facilitating the workshop. Finally Prof. Mohammedbhai expressed his gratitude to the participants and wished them a safe trip back home.

**APPENDIX I****Programme of the Workshop**

<b>PROGRAMME - Day One      April 15<sup>th</sup></b>		
<b>Time</b>	<b>Activity</b>	<b>Presenter</b>
8:30 – 9:15	Arrival and Registration	
9:15 – 9:30	Opening Remarks	Director of Research and Programmes, AAU
	Welcome Remarks	Deputy Executive Secretary of NCTE, Ghana
9:30 – 10:00	<i>The Notion of Quality in Higher Education and Quality Assurance Fundamental Concepts</i>	Dr. Yohannes Woldetensae (AAU Consultant)
10:00 – 10:30	Discussion	Prof. John Ssebuwufu
10:30 – 11:00	Coffee Break	
11:00 – 11:45	<i>Quality Assurance and Accreditation Mechanisms in Nigerian Higher Education System</i>	NUC
11:45 – 12:30	Discussion	Dr. Yohannes Woldetensae
12:30 – 2:00	Lunch Break	
2:00 – 2:40	<i>Quality Assurance and Accreditation Mechanisms in Kenyan Higher Education System</i>	CHE
2:40 – 3:00	Discussion	Ms Adwoa Sey
3:00 – 3:40	<i>Quality Assurance and Accreditation Mechanisms in South African Higher Education System</i>	HEQC
3:40 – 4:00	Discussion	Ms Adwoa Sey
4:00 – 4:30	Coffee Break	
4:30 – 5:00	<i>Setting-up a National Quality Assurance Agency: General Perspective</i>	Dr. Yohannes Woldetensae (AAU Consultant)
5:00 – 5:50	Reflections from QA Agencies and Discussion	Ms Adwoa Sey
5:50 – 6:00	Day-One Closing Remarks	Ms Adwoa Sey

<b>PROGRAMME - Day Two</b>			<b>April 16<sup>th</sup></b>
<b>Time</b>	<b>Activity</b>	<b>Presenter</b>	
9:00 – 9:10	Highlighting Day-one Major Issues	Ms Adwoa Sey	
9:10 – 9:20	Briefing on NUC guidelines	Mrs. F. J. Asemadahun	
9:20 – 9:30	Remarks on Group Sessions	Dr. Yohannes Woldetensae	
9:30 – 10:30	<b><u>Group Session:</u></b> <b>Similarities and Differences in QA and Accreditation Practices of National Agencies</b>		
10:30 – 11:00	Coffee Break		
11:00 – 11:20	Feedback from Groups	Mrs. Joyce Mutinda Mrs. Theresa Okafor	
11:20 – 11:50	<b><i>Approaches to External Quality Assurance and Methodological Options</i></b>	Dr. Yohannes Woldetensae (AAU Consultant)	
11:50 – 12:45	Discussion	Ms Adwoa Sey	
12:45 – 2:00	Lunch Break		
2:00 – 3:00	<b><u>Group Session:</u></b> <b>Framework for Evaluation of Quality in Higher Education Institutions</b>		
3:00 – 3:15	Feedback from Groups	Mrs. Joyce Mutinda Mrs. Theresa Okafor	
3:15 – 3:30	AAU QA Initiatives	Ms Adwoa Sey	
3:45 – 4:15	Discussion	Mr. Theophilus Bhengu	
4:00 – 4:30	Coffee Break		
4:30 – 5:00	<b><i>The Processes in Carrying out External Quality Assurance: A Practical View</i></b>	Dr. Yohannes Woldetensae (AAU Consultant)	
5:00 – 5:50	Discussion	Mr. Philimon Ramatsui	
5:50 – 6:00	Day-Two Closing Remarks	Ms Adwoa Sey	

<b>PROGRAMME - Day Three      April 17<sup>th</sup></b>		
<b>Time</b>	<b>Activity</b>	<b>Presenter</b>
9:00 – 9:10	Highlighting Day-two Major Issues	Ms Adwoa Sey
9:10 – 9:25	Presentation on Culture of Quality Assurance	Mrs. Theresa Okafor
9:25 – 9:45	<b><i>Regulation and Quality Assurance in Cross-Border Higher Education</i></b>	Dr. Yohannes Woldetensae (Senior Expert in QA)
9:45 – 10:00	Discussion	Ms Adwoa Sey
10:00 – 10:45	<b><u>Group Session:</u></b> <b>Monitoring Providers of Cross-Border Higher Education</b>	
10:45 – 11:15	Coffee Break	
11:15 – 11:30	Feedback from Groups	Mrs. Joyce Mutinda Mrs. Theresa Okafor
11:30 – 12:00	<b><i>The African Union Harmonization Strategy and Quality Rating Mechanism: General Overview</i></b>	Dr. Yohannes Woldetensae (Senior Expert in QA)
12:00 – 12:45	Discussion	Ms Adwoa Sey
12:45 – 2:00	Lunch Break	
2:00 – 3:15	<b><u>Group Session:</u></b> <b>Towards Harmonization and Establishing African Quality Assurance Network (AfriQAN)</b>	
3:15 – 3:30	Feedback from Groups	Mrs. Joyce Mutinda Mrs. Theresa Okafor
3:30 – 4:00	Coffee Break	
4:00 – 4:50	Overall Reflections and Concluding Discussion	AAU Secretary General Prof. Goolam Mohamedbhai
4:50 – 5:00	Closing Remarks	AAU Secretary General

## **APPENDIX II**

### ASSOCIATION OF AFRICAN UNIVERSITIES

#### Capacity Building Workshop for National Quality Assurance/Accreditation Agencies

Dodowa, Accra, Ghana  
15<sup>th</sup> – 17<sup>th</sup> April 2009

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**GROUP SESSION – ONE**

Theme:

***Similarities and Differences in Quality Assurance and Accreditation Practices of National Agencies***

Identify the similarities and differences among your National Agencies with respect to the following aspects.

1. Working definition of QUALITY in the higher education system
2. The main purpose of quality assurance
  - Quality control (Ensuring minimum quality standards)
  - Accountability (Creation of transparency and public assurance)
  - Improvement (Enhance quality)
3. The functions of a national accreditation/QA agency
  - Set minimum academic standards of quality
  - Accredite programmes of higher education institutions
  - Audit the quality assurance mechanisms of institutions
  - Give information to the public about the status of the institutions periodically
  - Rate higher education institutions
  - Recognition of foreign degrees & equivalence
  - Approve admissions of students to institutions
  - Register and approve cross-boarder higher education providers
  - Any other function
4. QA Mechanisms and Scope of assessment
  - Institutional Quality audit
  - Institutional accreditation
  - Program accreditation
  - Only private higher education institutions
  - Both public and private institutions
  - Universities or/and non-university sector institutions
5. Regarding external reviewers
  - Selection procedures of external reviewers
  - Type of trainings that will be offered to selected reviewers
  - Mode of payment for reviewers

## GROUP SESSION – TWO

Theme:

### ***Framework for Evaluation of Quality in Higher Education Institutions***

1. Given the following criteria for evaluating the quality in higher education institutions

- Institution Mission and Purpose
- Governance and Management
- Infrastructure, Finances, and Learning Resources
- Academic Staff
- Student Admission and Support Services
- Curriculum Relevance and Programme Monitoring
- Teaching, Learning, and Assessment
- Student Progression and Graduate Outcomes
- Research, Publication and Innovation
- Community/Societal Engagement
- Quality Assurance Mechanisms

(a) Assign marks to each criteria so that the total sum is 100.

(b) Make rules (intervals of scores) to rate the quality of an institution as:

EXCELLENT          GOOD          ADEQUATE          UNSATISFACTORY          POOR

(c) Classify the given criteria as (i) Input (ii) Process (iii) Output/Outcome. What are the weights of each category out of 100?

2. Suggest a minimum standard for the percentage of Full-time academic staff with PhD that should be met as threshold level by:

- A university with strong research focus
- A teacher-training institution

3. Suggest a staff-student-ratio as a minimum standard for the programme:

- Economics
- Civil Engineering

Discuss the reliance on quantitative standards versus the professional judgment of qualitative standards.

## GROUP SESSION – THREE

Theme:

### ***Monitoring Providers of Cross-Border Higher Education***

Discuss the following:

- What cross-border providers are currently operating in your countries and what are the challenges that they pose to the national higher education system?
  - Branch campus
  - Independent Institution
  - Franchise
  - Affiliation
  - Virtual
- What are the measures put in place in your countries to regulate and assure the quality of cross-border provision in higher education?
  - Updating database to identify all CBHE providers with compulsory registration and licensing procedures
  - Consulting with appropriate local and foreign organizations to regulate CBHE providers
  - Protecting students from low quality cross-border HE by providing public information on status of CBHE providers
  - Evaluating local CBHE institution even if the provider is accredited in its home base
- What can be adopted from the UNESCO/OECD guidelines on cross-border higher education, in particular from the ones addressed to quality assurance and accreditation bodies, to the contexts of your countries?
  - Ensuring that QA and accreditation arrangements of the national Agency include CBHE provision with its various modes
  - Establishing links to strengthen the collaboration between the QA agencies of the sending country and the receiving country
  - Undertake joint assessment projects to increase comparability of evaluation

## GROUP SESSION – FOUR

Theme:

***Towards Harmonization and Establishing African Quality Assurance Network (AfriQAN)***

Discuss the following:

- What should be the specific roles of national accreditation and quality assurance agencies to promote and advance the African Union Harmonization Strategy?
  - To ensuring equivalency and comparability of qualifications between and within countries and facilitate the mobility of students and academic staff across the continent
  - To provide updated information on the accreditation status of HEIs and programmes that will be shared with other countries
  - To develop continental framework of comparable quality criteria that will form the basis of an African rating system to measure the performance of HEIs
- Identify mechanisms to facilitate formal cooperation and effective networking between national accreditation and quality assurance bodies in Africa.
  - At sub-regional level
  - At Continental level
- Given the importance of quality assurance and accreditation in the harmonization process of African higher education, there should be a strong focus on assuring effective networking of national agencies and on the establishment of African Quality Assurance Agency Network (AfriQAN). The Network will strengthen cooperation in quality mentoring; development of compatible methodologies; harmonization of procedures and mutual recognition of academic qualifications.
  - Brainstorm ideas for promoting the establishment of AfriQAN.



## **ASSOCIATION OF AFRICAN UNIVERSITIES**

### **The Dodowa Declaration on African Quality Assurance Network (AFRIQAN) 15<sup>th</sup> – 17<sup>th</sup> April 2009**

#### **Background**

The Association of African Universities (AAU), established in November 1967, serves as the apex organization and a strategic forum for consultation, exchange of information and co-operation among institutions of higher education in Africa, and represents the voice of the African higher education community. The AAU prioritizes the promoting of quality higher education towards Africa's development. Mandated by the African Union to implement activities leading to the harmonization of African Higher Education, the AAU, under its "*Quality Assurance Support Programme* facilitates networking and information exchange between and among African Quality Assurance agencies towards establishing regional and continental networks in higher education.

One component of the AAU QA Programme is support to national quality assurance/accreditation agencies in developing strong external evaluation and monitoring systems as key strategy for the development of credible and effective education and training systems in Africa. From 15<sup>th</sup> to 17<sup>th</sup> April 2009 at Dodowa, Ghana, the AAU organized a capacity building workshop, the first of its kind to bring both emerging and existing national quality assurance agencies in Africa together. Following intense discussions,

#### **Preamble**

WE participants at the AAU Capacity-Building Workshop for Quality Assurance/Accreditation Agencies in Africa held at Dodowa, Ghana, from 15 to 17 April 2009

#### **Noting the need to:**

- provide capacity building input to national quality assurance agencies with quality fundamental concepts, effective external QA approaches, methodological options, and practical considerations in developing monitoring and evaluation systems
- facilitate information exchange and experience sharing on quality assurance mechanisms and accreditation practices in Africa
- raise awareness on continental framework towards harmonization and a quality rating mechanism

- reinforce cooperation between national QA agencies and promote the establishment of an African Quality Assurance Network (AfriQAN)

### **Acknowledging**

- the goodwill of the African Union towards the harmonisation of higher education in Africa through its Plan of Action for the Second Decade of Education in Africa (2006 – 2015)
- the effort of the AAU in facilitating networking of national External Quality Assurance Agencies (EQAAs) in Africa, and in promoting Quality Assurance in higher education in Africa

### **And aware of**

- the increased social demand for quality education for increased participation in the knowledge-based global economy
- the challenges posed by the commodification of higher education under the terms of WTO/General Agreements on Trade in Services (GATS), leading to the proliferation of cross-border provision
- the membership of some EQAs in Africa to the International Network for Quality Assurance Agencies in Higher Education (INQAAHE)
- the importance of an African network of quality assurance in higher education to complement INQAAHE
- the potential of an Africa-wide network for African EQAAs in addressing the challenges posed by information and communication technologies, commercialisation, massification and globalization towards the development of higher education on the continent

### **Hereby agree to**

- promote a continent-wide network for national EQAAs, the African Quality Assurance Network (AfriQAN), to pursue the following objectives:
  1. share experiences and resources with network members and with other regional networks in Africa (such as CAMES and IUCEA) and beyond
  2. facilitate the engagement of African peer reviewers in higher education
  3. synchronize and co-ordinate higher education provision in Africa
  4. facilitate processes that assist higher education systems in Africa to inter operate more effectively
  5. collect and collate data relevant to higher education in Africa
  6. promote the establishment of EQAAs in Africa (where they do not exist)
  7. Facilitate research into the practice of quality management in higher education and apply the outcomes into improving the quality of higher education in Africa
- nominate the following as members of an interim committee to spearhead the activities of the Network:

Prof. Mayunga H.H. Nkunya	Executive Secretary, Tanzania Commission for Universities	(Chair)
Mrs Florence J. Asemadahun	National Universities Commission, Nigeria	Member
Monsieur Abdou Lahate Cisse	Ministere de l'Enseignement Secondaire, des Centre Universitaires Regionaux et des Universites, Senegal	"
Mr. Theo Bhengu	Council on Higher Education, South Africa	"
Ms Adwoa Sey	Project Officer, Quality Assurance Project, AAU	(Secretary)
Representative from AArU	(To be nominated)	"

*Dodowa, Ghana  
17<sup>th</sup> April 2009*



List of participants

1. Mrs Florence ASEMADAHUN
2. Mr. Ransford BEKOE
3. Mr Theo BHENGU
4. Mr James CHIRIA
5. M. Abdou Lahate CISSE
6. Mr Kwame DATTEY
7. Mr Emmanuel Kwadwo DUKU
8. Mr George EBINE
9. Mrs Gabrielle HANSEN
10. Mrs Vejanda KAUARIA
11. Professor Chiedu Felix MAFIANA
12. Professor Goolam MOHAMEDBHAI
13. Mrs Joyce Mwikali MUTINDA
14. Professor Mayunga H.H. NKUNYA
15. Ms Theresa Udumaga OKAFOR
16. Mr Stanley Mutunda SIMATAA
17. Dr Michael P. SLAWON
18. Professor Everett Maraka STANDA
19. M. Ranaivomahasetra RAJAOARISOA
20. Mr Philemon Phemba RAMATSUI
21. Mr Alfred SAHN
22. Miss Adwoa SEY
23. Dr Yohannes WOLDETENSAE'