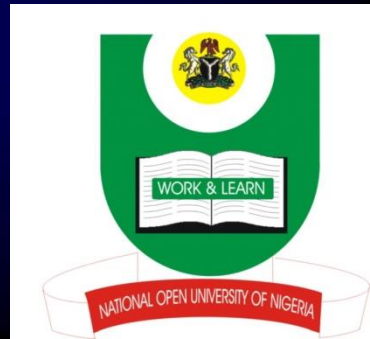
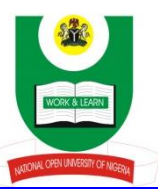


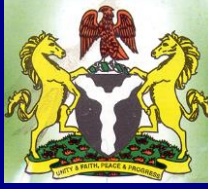
Reflections on Quality Promotion and Capacity Development in Higher Education in Africa

Olugbemiro Jegede



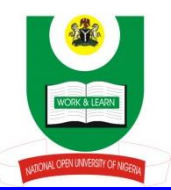


FOCUS



- ✓ Introduction
- ✓ Education and Development
- ✓ Mega Trends, Achieving SDG, Educ 2030
- ✓ Quality, QA and Quality Culture
- ✓ AfriQAN: Overviews and Activities
- ✓ Six Reasons to Focus on QA & support SAQAN
- ✓ Future of QA in African HE: Challenges & Way Forward
- ✓ Conclusion





Pleased to Be Here



- Thanks to The Chairperson of the Conference and CEO of CHE South Africa, Prof Narend Baijnath, for the invitation to address you. It is an honour. Thanks to Dr Amani Saidi and his team for hard work in organising the conference.

- Commend the Southern Africa Quality Assurance Network (SAQAN). It is a mark of excellence and focus on current issues in HE.

- Both the East African Higher Education Quality Assurance Network (EAQAN) and the Southern African Quality Assurance Network (SAQAN) are definitely ahead of all the others in Africa.

- I am pleased to be part of the SAQAN conference





Collateral Learning and the Eco-Cultural Paradigm in Science and Mathematics Education in Africa



Olugbemi Jegede

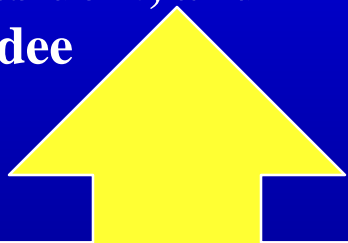


UNIVERSITY OF ABUJA





Nelson Mandela,
an anti-apartheid revolutionary,
former South Africa President, and
Nobel Peace Prize awardee



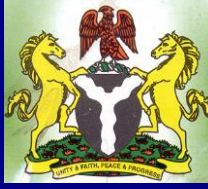
“Education is the most powerful weapon which you can use to change the world.”

“No country can really develop unless its citizens are educated.”

“There is nothing I fear more than waking up without a programme that will help me bring a little happiness to those with no resources, those who are poor, illiterate, and ridden with terminal disease.”

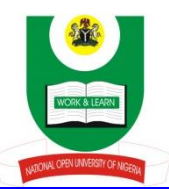


Goals of the C21st

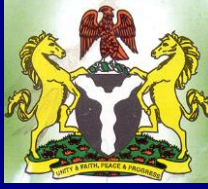


- sustainable development
- highly educated, mobile and adaptable workforce
- multi-skilled and multi-tasked
- a knowledge and a learning society
- use of ecological and geographical conditions to a nation's advantage





Education and Development



- **clear relationship between a country's institutional governance frameworks, economic progress and education offered its people.**
- **Level of development in Africa related to the level of education**
- **Illiteracy, poverty, low development indices have roots in Low level of Education**



The 12 pillars of competitiveness

The Global Competitiveness Report 2015-2016



Institutions

Concepts related to protection of property rights, efficiency and transparency of public administration, independence of the judiciary, physical security, business ethics and corporate governance

- Public institutions
- Private institutions



Infrastructure

Quality and availability of transport, electricity and communication infrastructures

- Transport infrastructure
- Electricity & telephony infrastructure



Macroeconomic environment

Fiscal and monetary indicators, savings rate and sovereign debt rating



Health & primary education

State of public health, quality and quantity of basic education

- Health
- Primary education



Higher education & training

Quality and quantity of higher education, and quality and availability of on-the-job training

- Quantity of education
- Quality of education
- On-the-job training



Goods market efficiency

Factors that drive the intensity of domestic and foreign competition, and demand conditions

- Competition
- Quality of demand conditions



Innovation

Capacity for, and commitment to technological innovation



Business sophistication

Efficiency and sophistication of business processes in the country



Market size

Size of the domestic and export markets

- Domestic market size
- Foreign market size



Technological readiness

Adoption of the technologies by individuals and businesses.

- Technological adoption
- ICT use



Financial market development

Efficiency, stability and trustworthiness of the financial and banking system

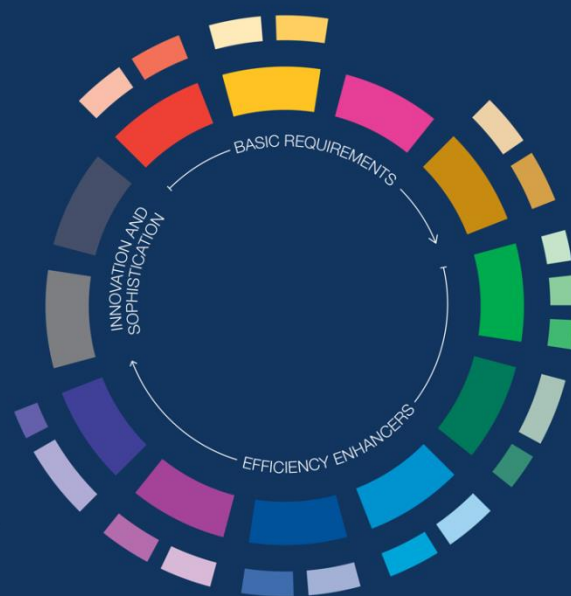
- Efficiency
- Trustworthiness and confidence



Labour market efficiency

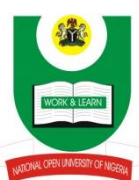
Labour market efficiency and flexibility, meritocracy and gender parity in the workplace

- Flexibility
- Efficient use of talent



Higher
Education &
Training

Quality of Education
Quantity of Education
Quality and
availability of on-the-
job training



10 Most Competitive Sub-Saharan Economies



	Economy	Score ¹	Prev. ²	Trend ³
1	Switzerland	5.76	1	
2	Singapore	5.68	2	
3	United States	5.61	3	
4	Germany	5.53	5	
5	Netherlands	5.50	8	

	Economy	Score ¹	Prev. ²	Trend ³
48	Malta	4.39	47	
49	South Africa	4.39	56	
50	Panama	4.38	48	
51	Turkey	4.37	45	
52	Costa Rica	4.33	51	

How the BRICS stack up

The Global Competitiveness Index 2015-2016



Country	Global rank
China	28
Russian Federation	45
South Africa	49
India	55
Brazil	75

Source: The Global Competitiveness Index 2015-2016

The 10 most competitive Sub-Saharan African economies



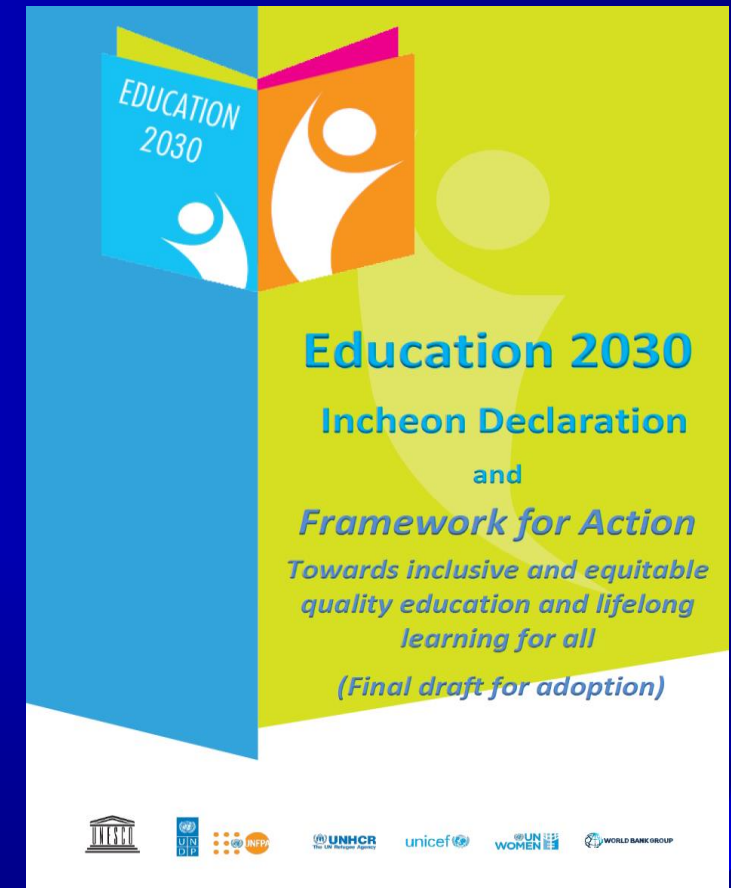
Country	Global rank*
Mauritius	46
South Africa	49
Rwanda	58
Botswana	71
Namibia	85
Côte d'Ivoire	91
Zambia	96
Seychelles	97
Kenya	99
Gabon	103

Source: The Global Competitiveness Report 2015-2016
 * Sub-Saharan African 2015-2016 rank out of 140 economies

Education 2030 Framework for Action (FFA)



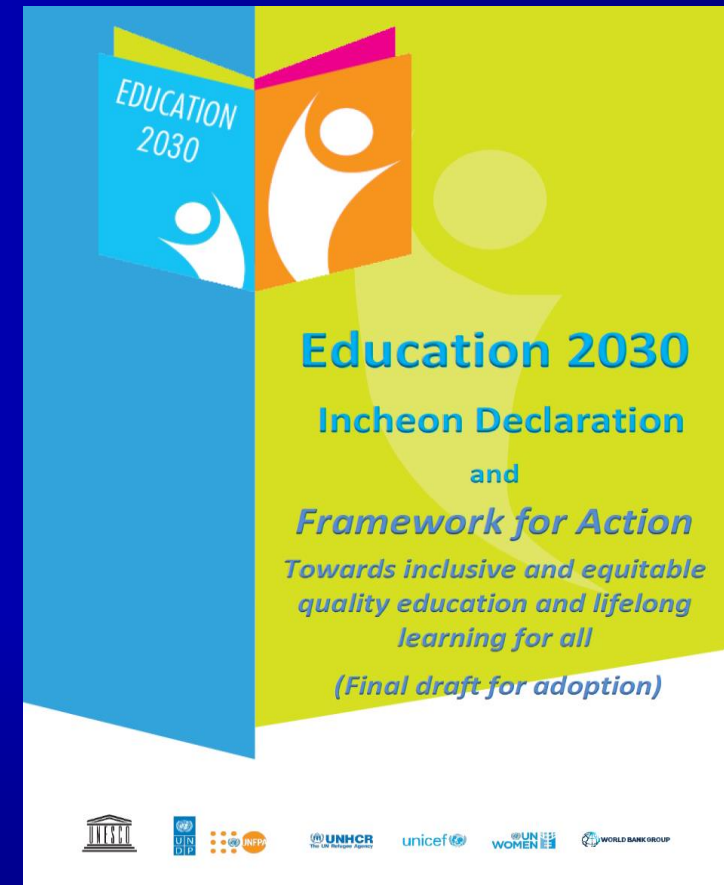
- UNESCO is entrusted to lead Sustainable Development Goal 4 (SDG4) - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all - through the Education 2030 Framework for Action (FFA).



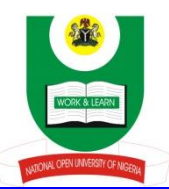
Education 2030 Framework for Action (FFA)

Target 3, point 43.:

A well-established, properly-regulated tertiary education system supported by technology, Open Educational Resources (OERs) and distance education modalities can increase access, equity, quality and relevance, and narrow the gap between what is taught at tertiary education institutions and what economies and societies demand. The provision of tertiary education should be progressively free, in line with existing international agreements.



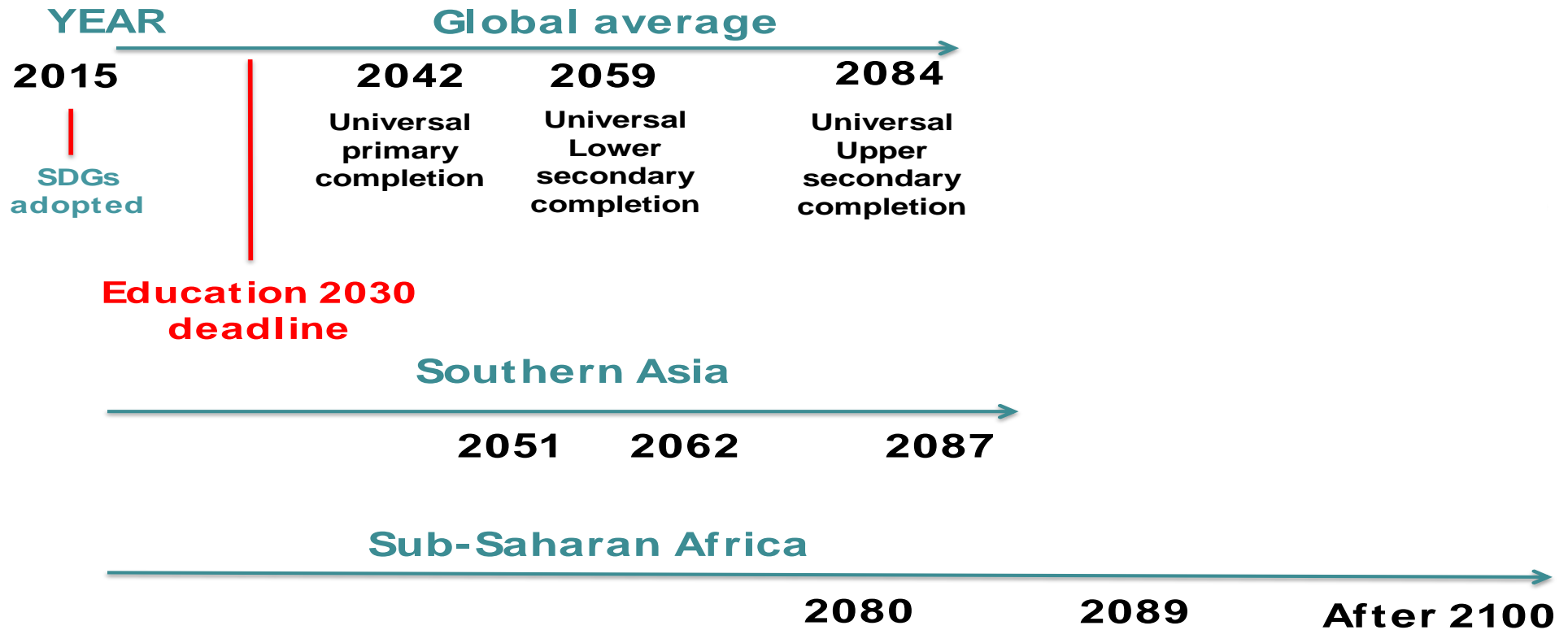
November 2015

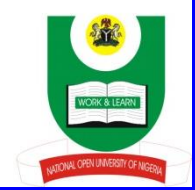


Achieving SDG Goals

PROJECTIONS FOR EDUCATION 2030

World is not set to achieve key global education commitments until 2084.





UNESCO



“Education needs to fundamentally change if we are to reach our global development goals”

Press release: 6 September 2016





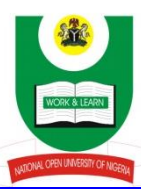
Sub-Saharan Africa



Obvious Characteristics



Sub. S. Africa



POPULATION

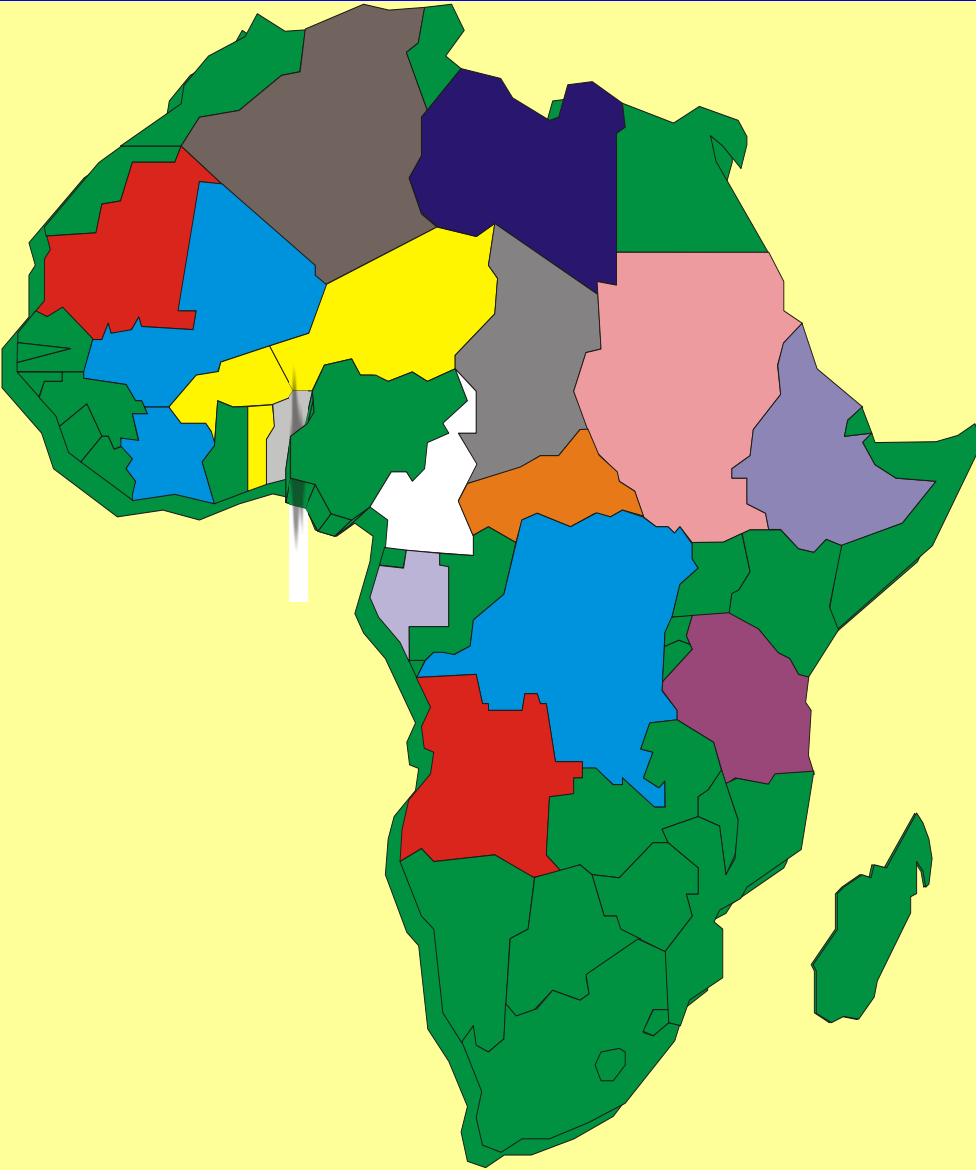
- Over a billion, 75% rural
- 3% population growth
- double in 35 years, to 2.3 billion in 2050
- The world's youngest region of the world
- Youth 15-24 years about 70% of the population
- Have 30% of the world's poorest people. Extreme poverty



Sub S. Africa

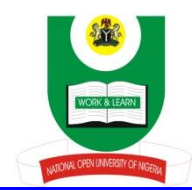


EDUCATION



- 4% Annual increase in primary school enrolment
- 30 million ready for school
- 45% of the population are children under 15 years
- In real terms, reduced expenditure on education
- Schools need 4million more teachers.
- Higher Educ with about 10 million students need 465,000 academics
- Weak STEM base





Mega Trends:



- Knowledge economy
- Globalisation
- Technology – e.g. artificial intelligence (AI), genetic engineering, virtual reality, cognitive technologies, robotics
- Demographics – e.g. refugees, migration, emigration, aging.....





The Knowledge-based Economy

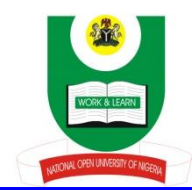


- There are increasing signs that **our current paradigms for higher education**, the nature of our academic programs, the organization of our colleges and universities, and the way that we finance, conduct and distribute the services of higher education **may not be able to adapt to the demands of our time.** *J J Duderstadt (2001)*





What is QA?



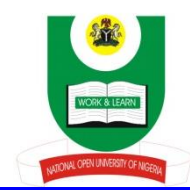
What is Quality?



■ 5 approaches to viewing quality

- in terms of the exceptional (high standards)
- in terms of consistency (zero defects and getting it right the first time)
- as fitness for purpose (meeting stated purposes)
- as value for money
- as transformative (transformation of the participant) **Green and Harvey (1993)**

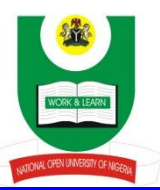




The Notion of Quality

- **Quality is a culture and not a goal**
- **Quality means improving continually**
- **Quality, when it exists speaks for itself**
- **Quality is evidence-based**



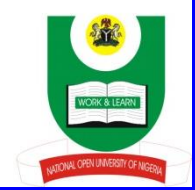


QA and the Notion of Fitness



- fitness for purpose or fitness of purpose?
- **Fitness for Purpose** = should be suitable, appropriate and excellent, i.e. must be responsive to national and society needs; most accepted definition of quality in HE
- **Fitness of purpose** = relevance, importance, significance, consequence



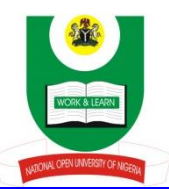


What is Quality Assurance?



Quality assurance relates to all policies, processes and actions through which the quality of higher education is measured, maintained and developed.





Characteristics of Quality Assurance



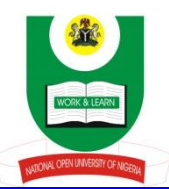
- QA is the process of verifying or determining whether products or services meet or exceed customer expectations in a systematic, reliable fashion.
- QA is a process-driven approach with specific steps to help define and attain goals.
- This process considers design, development, implementation, and service
- Must show reliability, maintainability, have Safety/risk management and Strength and effectiveness of services
- Two key principles characterise QA: "fit for purpose" (the product should be suitable for the intended purpose) and "right first time" (mistakes should be eliminated).



Standards Vs. Quality



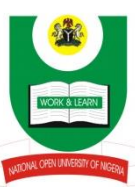
- **Standards:** Prescribed measures to which a course, programme must meet before certification is issued. Usually there is a minimum standard to meet. Standards are set for examinations and tests.
- **Quality:** Assurance processes and procedure indicating fitness for purpose meeting specified requirements to realise goals and objectives which meet client's needs. Quality of education can be compared for similar institutions and organisations or systems.



Accreditation Vs. QA



- **Accreditation:** A process of assessment and review that enables a higher education program or institution to be recognised or certified by the appointed body as meeting appropriate standards.
- **Quality Assurance:** policies, process, actions and procedure by which specified requirements for a group of academic activities, especially of access, admission, pedagogy, training of human resources, research, infrastructure, mobilization of financial resources and services are applied to realise goals which meet client's needs.



Objective of Quality Assurance



- to provide confidence to the client that accurate and reproducible results are achievable by using methods, techniques, and procedures to collect, analyse, and report data.
- to accomplish this objective, an organisation must implement quality assurance procedures that address
 - qualification and training of personnel,
 - efficient handling of clients,
 - situation analysis, along with all necessary support activities to minimise risk





4 Quality Assurance Steps [PDCA Model]



- **Plan:** Establish objectives and processes required to deliver the desired results.
- **Do:** Implement the process developed.
- **Check:** Monitor and evaluate the implemented process by testing the results against the predetermined objectives.
- **Act:** Apply actions necessary for improvement if the results require changes.

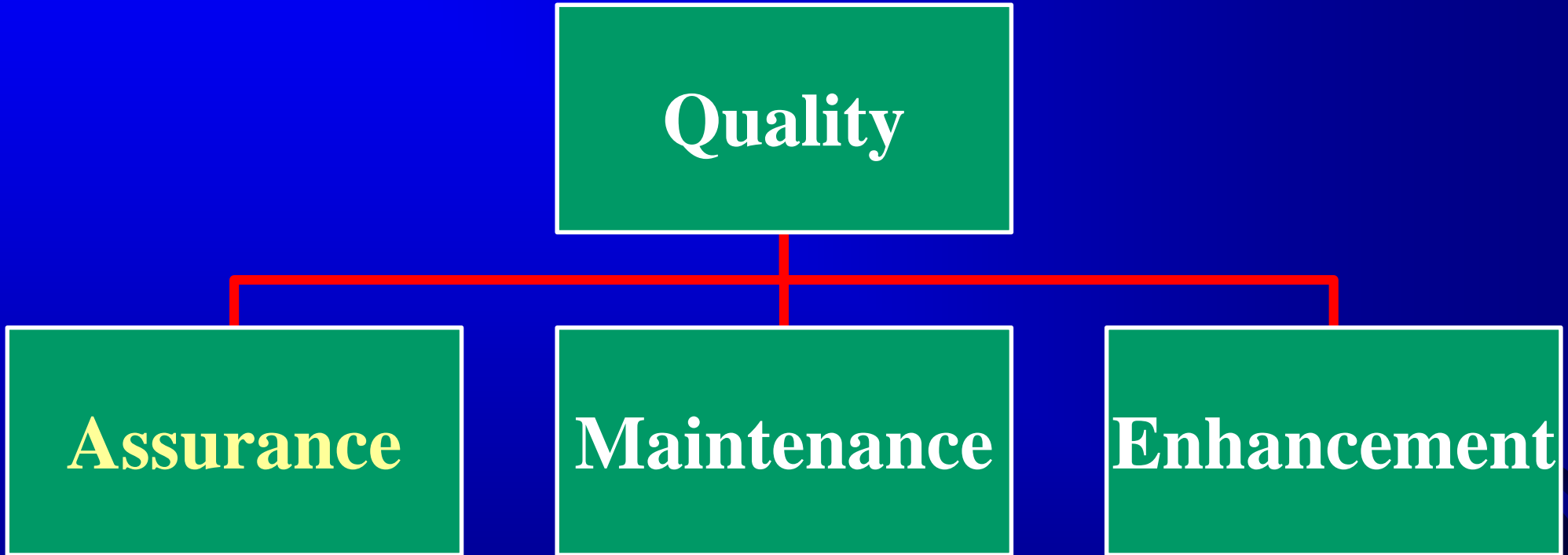




QA Culture



Types of Quality

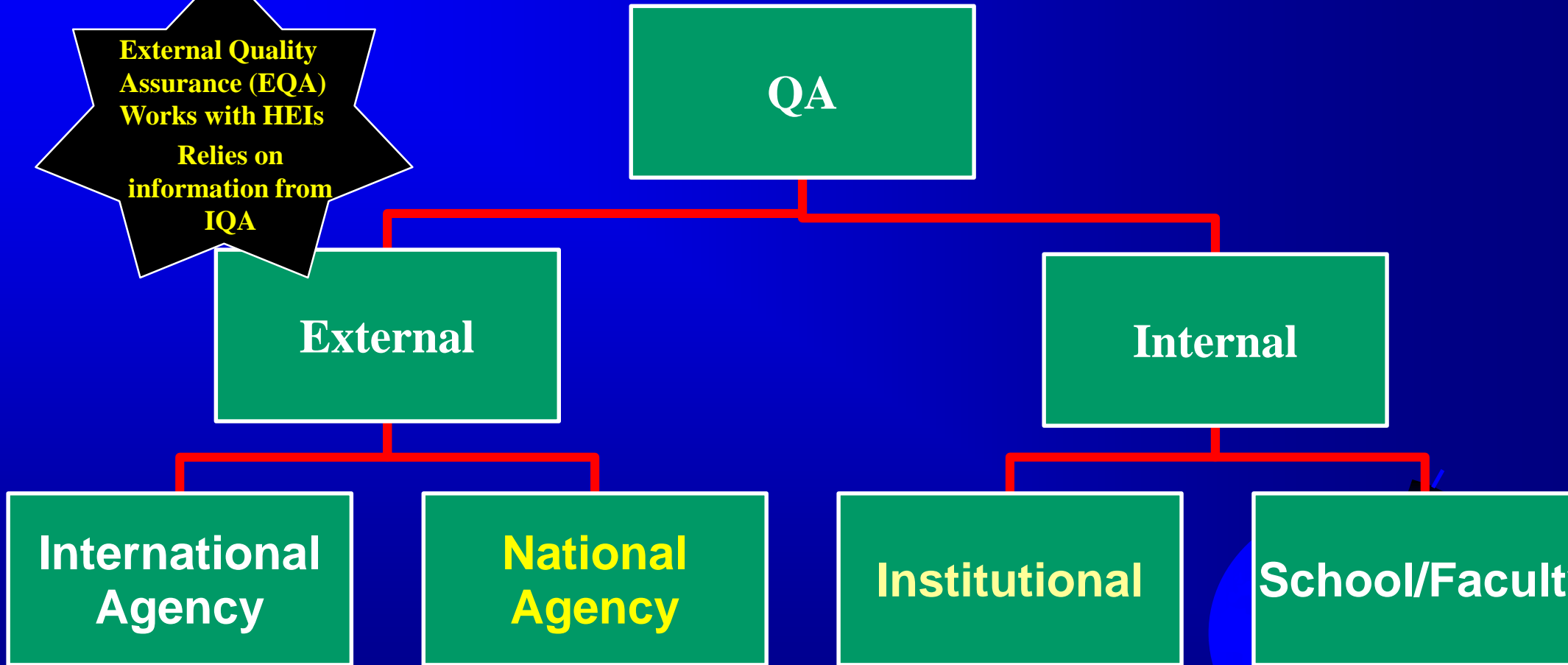




Quality Assurance



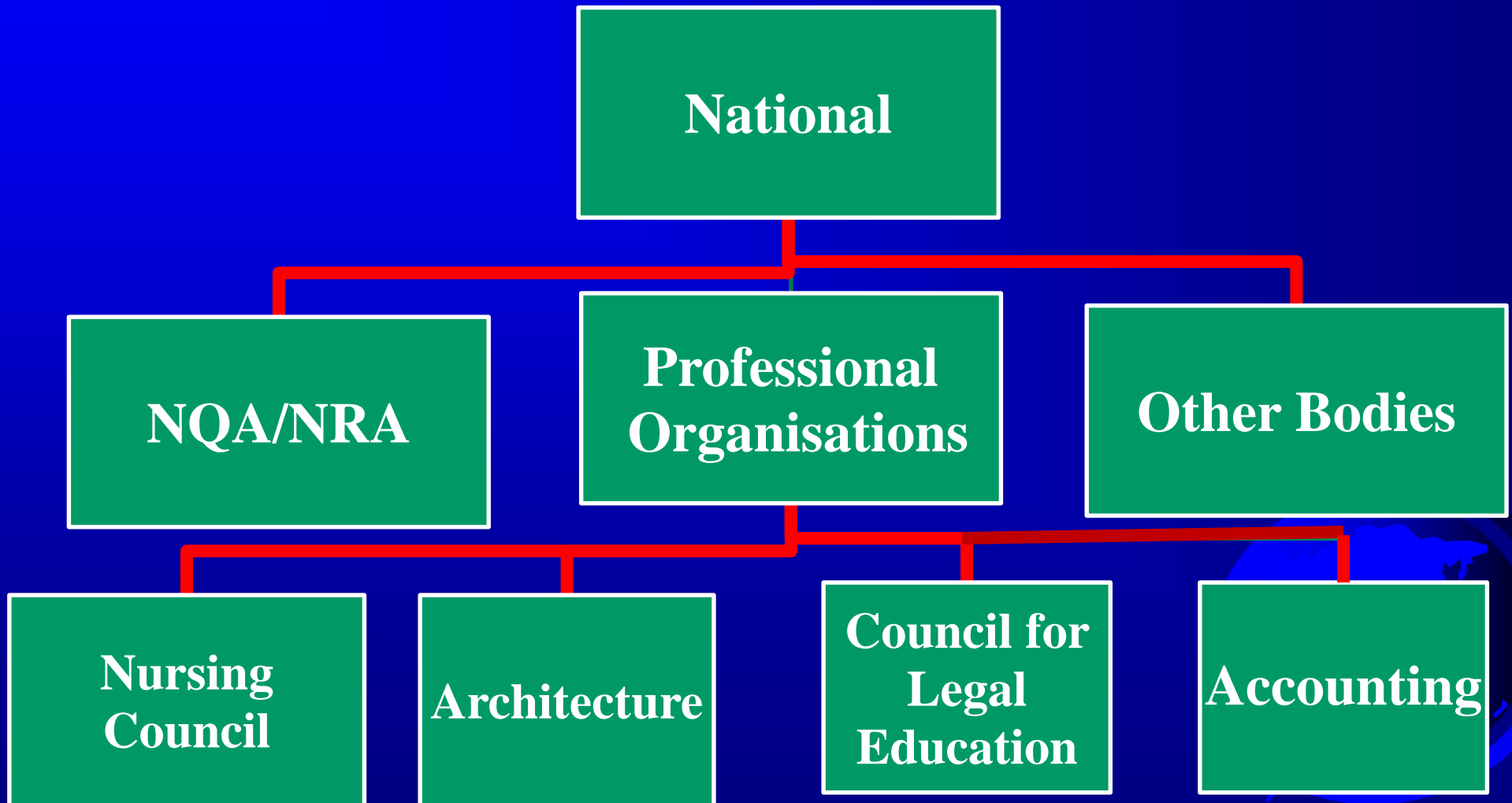
External Quality Assurance (EQA)
Works with HEIs
Relies on information from IQA



▪ **Regulatory, Professional**



Quality Assurance National





Quality Assurance



**Internal Quality Assurance (IQA)
Works within
HEIs**

- Blueprint
- Strategic Plan
- ICT Plan
- Servicom

Institutional

Programme
Development

Admission &
Access

Delivery Mode
(Technology)

Capacity building

Infrastructure,
Funding and
Support systems

Content, Research,
Community
services

Minimum
Standards

Print

Laboratory sessions

Face2Face

E-Learning





**Quality Assurance
Initiatives by the
African Quality
Assurance Network
(AfriQAN)**

AfriQAN Establishment



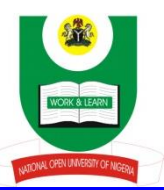
Concerns About Quality



There are concerns, in Africa, about the quality of higher education amidst astronomical increase in HEIs. This can be seen in:

- **Increased competition from private providers of education**
- **Establishment of ODL institutions**
- **The public perception that quality is being compromised by increased enrolment**
- **The indication from employers that graduates are poorly prepared for the workplace, and**





Absence of Continental Platform for QA

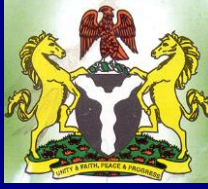


- Poor and inadequate partnership and collaboration in the design and development of QA programmes
- No regional platform to build common understanding of quality and introduce mechanisms for programme accreditation and institutional audits.



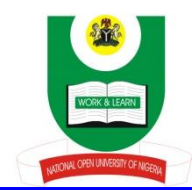


AfriQAN Born in 2007



- As a result of these and other concerns, the African Quality Assurance Network (AfriQAN) was established in September, 2007
 - during the 2nd UNESCO International Conference on Quality Assurance in Higher Education held in Dar es Salaam, Tanzania.
- The Network was set up as an official platform for the co-operation of African quality assurance organisations.





Founding Members



- Council on Higher Education (CHE) of South Africa;
- National Universities Commission (NUC) of Nigeria; and
- African and Malagasy Council for Higher Education (CAMES).



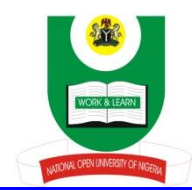


Executive Board and Constitution



- **The Executive Board of AfriQAN consists of**
 - **President**
 - **Vice-president**
 - **Treasurer, and**
 - **Board members representing Northern, Southern, Western, Eastern and Central Africa.**
- **Constitution was approved in 2009 but revised in June 2013 in Libreville, Gabon.**





AfriQAN Objectives



- Promote QA culture in HE in Africa
- Foster collaboration and linkages between QA bodies within Africa
- Share information on enhancement and maintenance of quality and facilitate QA good practices.
- Assist members to articulate standards of HEIs
- Foster harmonisation of standards for QA across Africa
- Facilitate international recognition of qualifications to enhance staff and student mobility within Africa
- Promote interests of Africa in other networks and international organisations with related focus



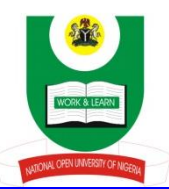


Summary of AfriQAN Activities to Date

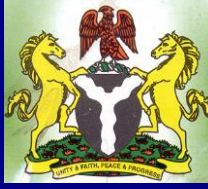


- **Capacity building for staff of QAAs, Board Members and various Organisations through workshops, Seminars and conferences.**
- **Development of HEI QA policies**
- **Regional QA advocacy workshops, Peer reviews of national QAAs and sensitization meeting at sub-regional level for national directors of education in CAMES region**
- **Online Distance Learning Course on higher education.**
- **Website development, maintenance and expansion**
- **Printing and Dissemination of Study on Quality Assurance Situation and Capacity-Building Needs of African Higher Education**





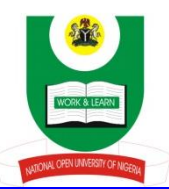
Summary of AfriQAN Activities to Date



■ Collaboration with

- INQAAHE (International Network for Quality Assurance Agencies in Higher Education).
- stakeholders to upscale the Europe-Africa Quality Connect Project based on the methodology of the Institutional Evaluation Programme (IEP).
- German Academic Exchange Service (DAAD), the African and Malagasy Council for Higher education (CAMES) and the UNESCO in promoting Quality Assurance in West and Central Africa.
- the Global University Network for Innovation (GUNi-Africa) in the development and dissemination of the Africa Regional Quality Assurance Framework.
- the African Union Commission on the African Quality Rating Mechanism (AQRM) for Higher Education; and the Pan African Quality Assurance Framework (PAQAF).





Benefits of Establishing a Regional QA Network like SAQAN




- promoting and developing the regional framework, criteria and standards for quality assurance.
- creating a platform for a rigorous quality promotion and development.
- improving public confidence in, and enhancing the understanding QA systems and practices.
- building QA capacity systemically at institutional and individual levels
- constituting regional reference group for critical benchmarking within the regional quality assurance environment.
- providing a platform for QA research activities.
- promoting collaboration and partnerships with other international, regional and other QA agencies





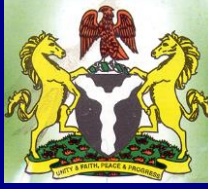
Synergy Between AfriQAN and the Proposed African Union Commission Accreditation Agency



- Provides a platform to conduct, promote and actively disseminate research outputs to continuously inform and improve practice in QA at the regional level.
 - Information sharing and promotes collaboration and partnerships with other international, regional and agencies to improve quality management practices in the region.
- 



Synergy Between AfriQAN and the Proposed African Union Commission Accreditation Agency

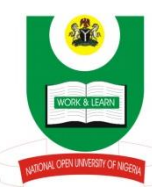


- **AAU supports the establishment of the Accreditation Agency by AUC.**
- **AUC should work with AAU to set up the Agency.**
- **The proposed Agency should not duplicate but complement the functions of the national regulatory agencies (NRAs).**





Six Reasons to Focus on QA



Addis Ababa Convention (formerly Arusha Convention)



- Africa's Regional Convention on the Recognition of Studies, Certification, Diplomas, Degrees and other Academic Qualification in Higher Education in Africa
- Introduced on 5th December 1981 in Arusha Tanzania. One of the AIMS of the Arusha Convention as stated in Article 2:
- 1.2 Defining and putting in place effective **quality assurance and accreditation mechanisms** at the national, regional and continental levels



ASSOCIATION OF AFRICAN UNIVERSITIES

41



Serving Higher Education in Africa

• **PAN African non-profit Organisation**

• **Apex organisation amongst institutions of higher learning in Africa**

• **Founded in November 12, 1967 in Rabat, Morocco**

Vision: To be the representative voice of the African higher education community both within and outside Africa.

Mission: To raise the quality of higher education in Africa and strengthen its contribution to African development by fostering collaboration among its member institutions

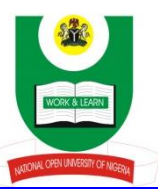
ASSOCIATION OF AFRICAN UNIVERSITIES



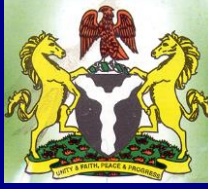
Serving Higher Education in Africa

The Conference of Rectors, Vice-Chancellors and Presidents of African Universities (COREVIP) held its 51st session/ 9th General Conference at the University of Zambia, January 13-17, 1997 with the theme “*Promoting Quality Enhancement and Quality Assessment: The Role of Regional Cooperation*”

- relevance, efficiency and effectiveness of higher education
- research and innovation
- creation of African higher education area
- **quality assurance**

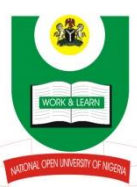


2nd Decade of Education



African Union, 2006: The Second Decade of Education for Africa (2006-2015)

- the African Union (AU) Plan has seven priority areas. A major one is the
- the harmonisation of higher education and the establishment of quality rating mechanisms across the continent as priority activities.
- places prime priority on the promotion, development and **assurance of quality** in African Higher Education in all its dimensions.



African Education Ministers' Charge



- The MINEDAF VIII meeting held in Dar Es Salaam (2 to 6 December 2002) and first ever all-Africa Ministers' Conference on Open Learning and Distance Education hosted and convened by South Africa in Cape Town (1 - 4 February 2004) highlighted the importance of ODL in addressing Africa's HE challenges.
- The Ministers identified eight major challenges to distance education in Africa. Two of which are: to **manage** access, **quality** and cost so as to ensure affordability and learner success. Second is to **assure quality** in distance education provision.

UNESCO 2008



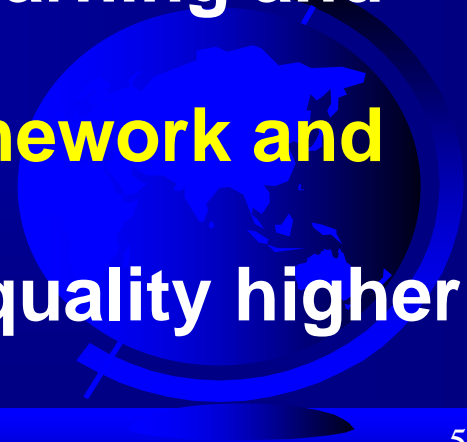
- **World Conference on Higher Education held in 2008**
- **four key areas of intervention to improve access and quality of Higher Education in Africa.**
 - **relevance, efficiency and effectiveness of higher education**
 - **research and innovation**
 - **creation of African higher education area**
 - **quality assurance**



the 37th General Conference of UNESCO, October 2013

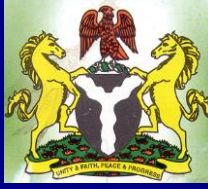


- observed an increase in access but grossly dissatisfied with the quality of graduates.
- A recent UNESCO survey indicated FIVE main factors contributory to the **low quality in higher education in Africa**.
 - depreciating quality of teachers;
 - research capacity deficit;
 - inadequacies in facilities for teaching, learning and research;
 - **lack of a regional quality assurance framework and accreditation system;**
 - and slow adoption of ICT for delivering quality higher education including distance education.





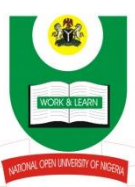
Building Human Capital in Africa



Several recent major activities have focused on human capital development through HE underlined by quality

- African Higher Education Summit held March 2015 in Dakar Senegal
- AfDB Human Capital Strategy 2014 - 2018
- Sustainable Development Goals (SDGs),
- The 2015 United Nations Paris Climate Change Conference (*Conference of Parties 21*),
- Agenda 2063 (AUC/ENECA/NEPAD), The Africa We Want, and
- Continental Education Strategy for Africa (CESA 2016).





Goals of C21st HE in Africa



- **TrustAfrica highlights that with more than 1,600 higher education institutions operating in Africa today. It is critical to:**
- **“Develop a high quality, massive, vibrant, diverse, differentiated, innovative, autonomous and socially responsible higher education sector that will be a driving force [in achieving the continent’s long-term development goals].”**
- **Produce the human capital required for the continent’s inclusive and sustainable development, democratic citizenship, and repositioning as a major global actor.”**





Major HE Areas Needing QA



Benchmark for QA



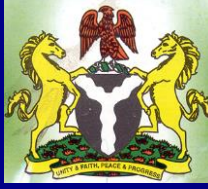
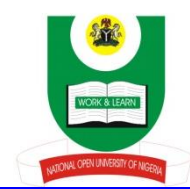
- Service delivery
- Tangible delivery
- Implementation strategy
- Expectations from clients
- Output control measures
- Stakeholder participation
- Additional commitments





Conclusion

Future of QA in Africa



The QA Debate

The broad debate on QA for higher education generally and specifically, oscillates around the following issues:

- **Definition of quality (highly contested).**
- **Differentiation Vs integration of QA systems and frameworks for ODL and conventional contact modes of delivery.**
- **Types/Models of quality reviews best suited to ODL and the underlying value differences.**

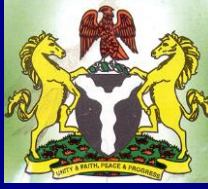


ACDE QAAA



**African Council for Distance
Education Quality Assurance
and Accreditation Agency
(ACDE-QAAA)**

2008



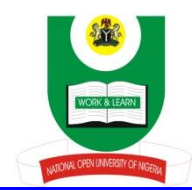
ACDE QAAA 2008



AFRICAN COUNCIL FOR DISTANCE EDUCATION (ACDE)

**QUALITY ASSURANCE TOOLS AND INSTRUMENTS
FOR THE EVALUATION OF QUALITY IN
OPEN AND DISTANCE LEARNING INCLUDING
E-LEARNING IN AFRICAN HIGHER EDUCATION**

**STANDARDS AND PERFORMANCE INDICATORS FOR QUALITY ASSURANCE OF
DISTANCE HIGHER EDUCATION INSTITUTIONS AND PROGRAMMES**



ACDE QA Project



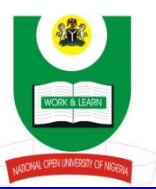
Quality Assurance Agency

Develop QA code of practice and standards

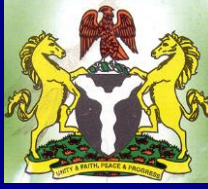
Establish continental ODL QA Systems

Undertake QA audits at all geographical levels

Provide accreditation to institutions & programmes



Quality Issues



■ Weaknesses

- Failures in current system e.g.
 - Weak employability
 - Drop-out
 - Weak retention and
- Access, lack of inclusion
- Digital divide

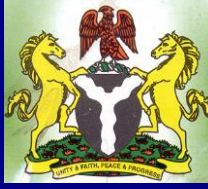
■ Threats

- Corruption
- Underfunding
- Class distinction, stratification
- Failure to listen to clients





QA Challenges in HE in Africa

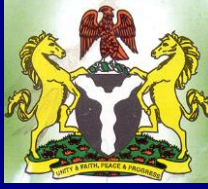


- absence or lack of interest in establishing national quality assurance systems
- strengthening/ transforming existing sub-regional quality assurance bodies as models for effective practices
- developing capacity and raising expertise on and for the continent;
- coordinate and network quality assurance systems to harmonise and streamline quality assurance practices in Africa.





QA Challenges in HE in Africa2

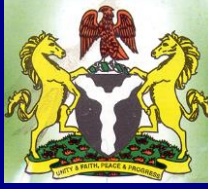


- ODL institutions trapped in national education policy environments designed for conventional universities
- Funding inadequacies, funding misappropriation
- Tension between legal and social legitimisation of ODL programs and products.
- Infrastructural deficiencies – (low bandwidth, high cost of internet access, no study centres- which lead to a myriad of operational deficiencies
- absence or lack of interest in establishing national quality assurance systems
- QA processes rarely applied to private HEIs

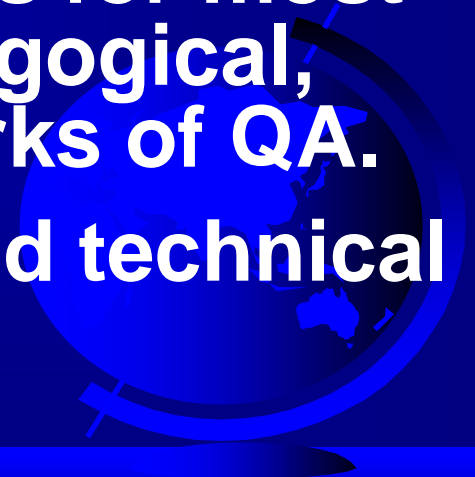




QA Challenges in HE in Africa3



- Diversities in language, culture, education systems, and regulatory frameworks impede cross-national & cross-regional networking and collaboration.
- Emergent shifts in learner demographics and the underlying pedagogic and management demands
- Lack of clear theoretical underpinnings for most quality assurance discourses on pedagogical, organisational and technical frameworks of QA.
- Growing demands for management and technical capacity enhancement for QA in HEIs
- The push for external accountability .



Corruption In Higher Education



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Tools Sign Comment

Advisory Statement for Effective International Practice

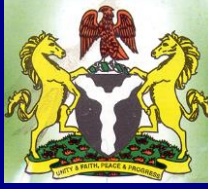
Combating Corruption and Enhancing Integrity:
A Contemporary Challenge for the Quality and
Credibility of Higher Education



July 2016

- **Absenteeism, Appropriation, Bribery, Cheating, Corruption, Deceit, Embezzlement, Extortion, Favouritism, Fraud, Graft, Harassment, Impersonation ...**
- **All these undermine the quality and credibility of higher education in Africa.**

Corruption & QA Weaknesses



- EQA greatly enhances the IQA system. Assists in discovering areas of fraud within the HEIs, assures probity and legitimacy, although limited and risky.
- Sound IQA systems remain the best defence against quality weaknesses and corrupt practices.
- Many contemporary developments give opportunities to corruption, including:
 - huge demands exert great pressure on admissions processes.
 - The ubiquity of information and communications technology (ICT) opens the flood gates for fraudsters.
 - wanting to pass exams without any preparation



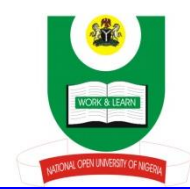


Partnership Among QA Agencies



- **Quality Assurance Agencies should work together to share ideas, collaborate and network among themselves, and regularly meet to share information on new developments in the QA field.**
- **The AfriQAN should provide the natural platform for such events.**
- **Quality Assurance bodies should avoid re-inventing the wheel or duplicating what others are doing and doing very well.**



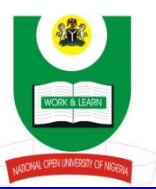


Funding of QA Agencies



- Annual Subvention from African Union Commission
- Development partners to support QA activities in Africa.
- Regional bodies to make provision for the QA Agencies in their annual budget
- Annual grants from Educational Support agencies (e.g. TETFUND).
- Support from corporate bodies and professional bodies.
- Annual Membership fees.

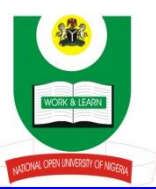




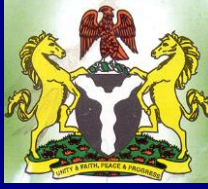
CEOs to Note



- **quality management calls for a communal approach**
- **QA must be both Top-Down and Bottom-Up**
- **C21st institutions must create a QA Unit directly reporting to the VC/Rector/CEO**
- **C21st institutions must show that users and stakeholders have confidence in a product.**
- **quality assurance does not stop with the products we use. It extends to services.**



Differentiation of Roles & Responsibilities



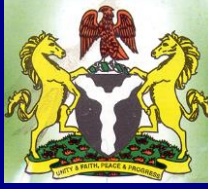
- Care must be taken to properly define the roles and responsibilities of the different agencies to avoid confusion, duplication and quarrels. Typically you find the following in a country virtually confusing their functions.

- Regulatory/Accreditation Agencies
- Regional Universities' Association
- Qualifications Frameworks
- National Skills Authority
- Quality Assurance Agencies

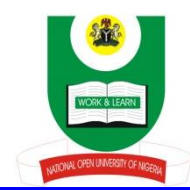




Specific Messages



- **Quality first: Higher Education that is quality assured.**
- **Collaboration, on all levels, on content, courses, programmes, methodologies, infrastructure, internationalisation....**
- **Higher education must assume the leadership for change for the future we want – lead educational transformation**
- **The launching of the African-EU Harmonisation Quality Assurance and Accreditation Initiative (HAQAA) on 20 Sept 2016 in Namibia and the planned establishment of the Pan-African Quality Assurance and Accreditation Framework (PAQAAF) are steps in the right direction.**



No Limitations



- **Humans are only limited by their imagination!**
- **We are fully persuaded that what the mind can conceive, the brain and brawn can achieve**



Thank you



Enjoy the rest of
the Workshop