Reconstitution of HAQAA3 African Higher Education Data Team

OBREAL

ASSOCIATION OF AFRICAN UNIVERSITIES
ASSOCIATION DES UNIVERSITES AFRICAINES
اتحاد الجامعات الأفريقية

DAAD Deutscher Akademischer Austauschdienst
German Academic Exchange Service

enqa.
European Association for
Quality Assurance in Higher Education

TABLE OF CONTENT

1. BACKGROUND INFORMATION

The Harmonisation, Quality Assurance, and Accreditation of African Higher Education (HAQAA3) is one of the flagship initiatives of the Global Gateway package of the EU in partnership with the European Commission and the African Union Commission. It was launched in July 2023 in Windhoek, Namibia – and is a 5-year project. The HAQAA3 Initiative is a continuation and expansion of the work done under HAQAA1 (2015-18) and HAQAA2 (2019-2022) and is an ambitious response to African and international development objectives, framed within the context of the EU's growing investment in African partnership.

The 'HAQAA3 Implementing Team', is comprised of OBREAL Global (lead), AAU, DAAD, and ENQA, and is supported by 9 strategic partners, and key stakeholders who also form a Steering Committee and are integrated into the implementation structure.

HAQAA3 is based on an approach that underlines continuity with HAQAA1 and 2; regional buy-in and 'beneficiaries' who are also partners in the implementation and building African capacity to lead. The core principles of HAQAA3 are building an understanding of the fundamentals of regional and continental higher education integration; multilingualism; Africa in a global context; gender balance and empowering African female leaders; embracing digitalization and greening, environmental sustainability and waste reduction.

2. OBJECTIVES OF HAQAA3

The specific objectives of HAQAA3 are the following:

- quality assurance (QA) culture and quality enhancement in Higher Education institutions and capacities of quality assurance agencies and national/regional authorities are strengthened to develop, implement and use transparency tools such as the African Standards and Guidelines for Quality Assurance (ASG-QA) and African Credit Transfer System (ACTS);
- the capacities of quality assurance agencies and national/regional authorities are strengthened to promote mutual recognition of qualifications and accreditation, use of transparency tools and the set-up of the PAQAA (Pan-African Quality Assurance and Accreditation Agency) is further developed;
- the capacity of the higher education sector (including policy makers) on issues related to evidence-based and informed policy-making and regional integration is built, with a view to strengthen regional and continental integration, enhance the sector's responsiveness and contribution to socio-economic challenges, and to support the revision/extension of the CESA 2016-2025.

3. WORK AREA ON DATA FOR POLICY ANALYSIS - TOWARDS COHERENT AND RELEVANT HIGHER EDUCATION DATA COLLECTION IN AFRICA

HAQAA3 has three transversal methodological components: policy development; training and capacity building and implementation. These elements cut-across five Work Areas. The four Work Areas are: IQA and EQA, the Pan-African Quality Assurance and Accreditation Agency (PAQAA), the African Credit Transfer System (ACTS), and HE Data for policy analysis. These four Work Areas are underpinned by a transversal Work Area on Policy Dialogue and support for Higher Education Regional Integration.

The HAQAA2 project emphasized the need for more robust, reliable and comparable data on higher education in Africa, so as to support the assessment of the continental higher education

goals and objectives and allow for informed policy making. HAQAA2 established a 'PDU (Policy-Data Unit) Development Team' to this effect, in response to interest from the EUC and AUC, to study the dearth of HE data on the continent, assess current capacities but also address data collection capacity needs at regional, national and institutional level. The PDU Development Team produced a mapping report that provides a baseline on the nature of sources of higher education data in Africa as well as the caveats. The findings of this report were endorsed and validated and welcomed by various stakeholders in the context of HAQAA2. The mapping report as well as the various consultations identified important areas of intervention in order to improve the HE data collection capacity in Africa. These include: the need to work and coordinate with the various HE stakeholders in the regions; provision of capacity-building assistance at the different levels, and building on existing initiatives as well as harmonization of data collection practices and methodologies between the regions.

It is on this basis that a Road Map was developed for enhancing and harmonizing data collection in Africa for higher education. HAQAA3 aims to implement this Road Map. The HAQAA3 approach to capacity building for enhanced data collection in Africa has four essential phases:

- Phase 1: Agreeing and building Regional Data Units for higher education
- Phase 2: Capacity building for higher education data collection: national and institutional level
- Phase 3: Regional benchmarking and establishing common indicators
- Phase 4: Piloting a Regional Data Collection exercise and continental Trends report/ Continental Network Strengthening

3.1   RECONSTITUTION OF HAQAA3 AFRICAN HIGHER EDUCATION DATA TEAM

The work area on data for policy analysis will be driven by an African Higher Education Data Team, which is a regionally and linguistically representative operational team and is familiar with the PDU Development Team mapping report and roadmap. The AHEDT is mandated to drive the set-up of the Regional Data Units, provide expertise and support to them and also support the content development of the Data Capacity Building Program.

Accordingly, HAQAA3's African Higher Education Data Team is reconstituted consisting of representatives from IUCEA, SARUA, AUF, CAMES, and AAU (chair of the team and responsible for anglophone West Africa and North Africa) as well as a higher education data expert from Norther Africa. AAU will chair lead the team (Ms, Nodumo Dhlamini, with support from OBREAL

African Project Manager and former lead consultant of the PDU Development Team, Kibrome Haile. The members of the African HE Data Team are nominated by the respective strategic partners.

- Ms. Nodumo Dhlamini – Association of African Universities (AAU) (Team Leader)
- Mr. Ben Ruhinda – Inter-University Council of East Africa (IUCEA)
- Prof. Youhansen Eid – Northern Africa
- Dr. Charles Shepperd – Southern African Regional Universities Association (SARUA)
- Mr. Zakari LIRE - African and Malagasy Council for Higher Education (CAMES)
- Mr. Ifoni Briand IDOSSOU - African and Malagasy Council for Higher Education (CAMES)
- Pr. Khalid Temsamani - L'Agence Universitaire de la Francophonie (AUF)
- Mr. Kibrome Haile – Obreal
- Representative from the Association for the Development of Education in Africa – ADEA
- Representative from Ubuntunet Alliance
- Representative from UNESCO
- Representative from the African Union Pan-African Institute for Education for Dvelopment – U IPED