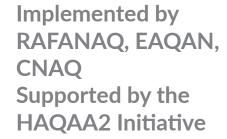# Report
African Standards and Guidelines for Quality Assurance awareness in Africa

Outcome of the Quality Assurance Network Dissemination Project

Implemented by RAFANAQ, EAQAN, CNAQ
Supported by the HAQAA2 Initiative

30/01/2023

Global report of the HAQAA2 QA Network Dissemination Project on the ASG-QA
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Table of Contents

1. Introduction

As a follow-up to the development of the African Standards and Guidelines for Quality Assurance (ASG-QA) under the HAQAA initiative (Harmonisation, Quality Assurance and Accreditation in Africa), initiated by the European Union in the context of the Africa-EU Partnership, many activities were carried out by the implementing consortium of HAQAA and stakeholders, to promote and implement the ASG-QA. For example, evaluations of quality assurance agencies and 'consultancy visits' to emergent agencies were organised in some African countries to test the relevance of the ASG-QA and to give the structures of the countries concerned the opportunity to position themselves in relation to them. To further facilitate the use of the ASG-QA, a Guide on how to use the ASG-QA in higher education institutions and quality assurance agencies was developed. And, as the first collective initiative across linguistic lines, a dissemination activity of three organisations from different African regions was launched in the last year of the second phase of the HAQAA Initiative, to assess the widespread use of the ASG-QA in Africa.

This project, hereafter called the 'QA Network dissemination project', was implemented by two QA networks and one national QA Agency, namely the Francophone African Network of National Quality Assurance Agencies (RAFANAQ), the East African Quality

Assurance Network (EAQAN) and the National Quality Assurance Council of Mozambique (CNAQ)
representing the Portuguese speaking area.

- **The Francophone African Network of National Quality Assurance Agencies (RAFANAQ)** was created in 2020 in Dakar, Senegal following the international meeting of the UNESCO Shenzhen Project. It is a network whose mission is to contribute to assuring and improving the quality of higher education by strengthening the work of national quality assurance agencies and other structures with similar objectives. The main objectives of the network include: promoting the development of quality assurance, fostering collaboration and sharing good practice, and supporting its members. Currently, RAFANAQ has eight full members consisting of national quality assurance agencies from Burundi, Guinea, Mali, Morocco, Mauritania, Niger, the Democratic Republic of Congo, Senegal and Togo. It also includes ministerial entities in charge of quality assurance from different national agencies admitted as associate members and entities participating in its activities from Algeria, Burkina Faso, Congo, Côte d'Ivoire, Gabon, Madagascar, Cameroon, Central African Republic, Chad and Tunisia.

- **The East African Higher Education Quality Assurance Network (EAQAN)** is a network of quality assurance practitioners in the East African Community Partner States (EAC) that was formally established in 2012. The vision of the EAQAN is to be an internationally recognised network of quality assurance practitioners in East Africa and the mission is to promote, enhance and improve the quality of HE in East Africa through the implementation of quality assurance activities. The history of the EAQAN can be traced back to 2007 and 2008 when the Inter University Council for East Africa (IUCEA), German Academic Exchange Service (DAAD), the German Rectors Conference (HRK), East African partner states and National Commissions and Councils selected and trained over 45 quality assurance officers/coordinators from Universities and National Commissions and councils. The training of quality assurance/coordinators was part of the capacity-building process to strengthen the internal QA (quality assurance) systems in universities in East Africa. The membership to EAQAN include national quality assurance networks of universities and higher education institutions within the partner states; universities and higher education institutions that are members of IUCEA; national commissions and councils responsible for ensuring quality of higher education in the partner states; and individuals actively involved in higher education quality assurance initiatives in the East African partner states. The EAQAN, in conjunction with IUCEA, DAAD, HRK, HAQAA2, National Commissions/Councils and other key strategic partners, has since its establishment, has among others, organised 11 Annual QA forums hosted in partner states and 10th Annual General Assembly of the EAQAN. The forums provide the opportunity for EAQAN members and higher education experts from the continent and beyond to present papers on key issues of quality assurance systems, practices and challenges in the region,

receive further training to build capacity on enhancing internal QA in their education institutions and network with other regional and international QA practitioners and experts in higher education.

- **CNAQ- The National Council for Quality Assurance in Higher Education in Mozambique** is a public organization, created in 2007 through Decrees 64/2007 of 31 December as the implementing and supervisory body for the national quality assurance framework in the country designated as the National System of Evaluation, Accreditation and Quality Assurance of Higher Education (SINAQES) that was established through Decrees 63/2007 of 31 December. CNAQ is a statutory body supervised by the Minister of Education (from 2007 to 2014). After the general elections of 2014, the Mozambique Government structure was modified and CNAQ is now under supervision of the Minister of Science Technology and Higher Education (MCTES). CNAQ's was established with the vision to be a reference institution for the evaluation, accreditation and quality assurance of higher education in the country, in the region and internationally. CNAQ's mission is to promote the assessment and accreditation of study programmes and higher education institutions and to promote quality assurance mechanisms in line with the country's development needs and in line with the quality standards of higher education in the region and in the world (CNAQ, 2016). The key functions of CNAQ, as established in Decree 64/2007, are to implement and supervise SINAQES and to ensure the harmony, cohesion and credibility of SINAQES through: i) conducting external evaluations of HEIs, ii) conducting accreditation of HEIs; and iii) participating in the promotion of quality assurance of higher education in Mozambique. In 2018, Mozambique government introduced norms for prior accreditation of programs and HEIs mainly as an instrument to ensure that new HE providers meet the minimum standards of quality. CNAQ has now been appointed as the agency who intervenes in this process of prior accreditation of HEIs and programs, together with the Ministry of Higher Education. Additionally, CNAQ has been called to act as the implementing and monitoring entity of the National Qualification Framework for Higher Education (QUANQES- Quadro Nacional de Qualificações do Ensino Superior).

The three organisations implemented the project jointly, in order to support the development and harmonisation of quality assurance in Africa through the dissemination of the ASG-QA. This project was funded by HAQAA2, as part of a wider selection of dissemination projects that gradates of HAQAA2 training courses on external and internal quality assurance were awarded.

The dissemination project also involved important regional organisations like CAMES and IUCEA:

- **The African and Malagasy Council for Higher Education (CAMES)** is an intergovernmental body promoting excellence and harmonisation of higher education and quality assurance in its area. It brings together nineteen French-speaking African and Malagasy countries. CAMES has developed, among other things, tools for institutional evaluation and training programmes. It evaluates institutions and training programmes within the framework of its Programme for the Recognition and Equivalence of Diplomas (PRED).
- **IUCEA** is a strategic institution of the East African Community (EAC) that was established in 1970. It is responsible for the coordination of harmonisation of Higher Education and Research in the EAC. In collaboration with national commissions and councils for higher education, universities and higher education institutions within the EAC partner states, quality assurance experts, professional bodies, experts from academia and industry, and higher education stakeholders, the IUCEA among others coordinates development and establishment of regional quality assurance guidelines. The IUCEA is also involved as a strategic partner in the implementation of the continental higher education quality assurance initiatives such as the development of the ASG-QA among others.

Components of the QA Network Dissemination Project:

The project had two components, namely a mapping phase, followed by a set of dissemination activities. Involved in these activities were
- 6 members of RAFANAQ (CNES of Burundi, ANAQ-Guinea, AMAQ-Sup of Mali, ANEAQ of Morocco, ANAQ-Sup of Senegal and ANAQ-ESU of DRC and CAMES)
- 6 member countries of the EAC (Burundi, Uganda, Tanzania, South Sudan, Kenya and Rwanda) and at the level of the EAC regional higher education organisation, the Inter-University Council for East Africa (IUCEA).
- 4 members countries piloted by the Mozambican Quality Assurance Council - CNAQ (Mozambique, Angola, South Africa, Cape Verde). Representatives from Zimbabwe and São Tomé Principe were contacted several times, did not return the survey forms.

The objective of the proposed mapping was **to foster and support country and subregional ownership of the ASG-QA through a reflective exercise on their own quality assurance practices in the light of the ASG-QA.**

All three parts of the ASG-QA were covered: Part A- internal QA, Part B - external QA and Part C - internal QA for QA agencies (ASG-QA Part C).

The aim of the second component of the project, the dissemination activities, was to share the results of this mapping and to use this opportunity to further explain and disseminate the ASG-QA, how they can be used by HEIs as well as QA Agencies as a tool to strengthen QA practices. Annual meeting of the networks were used as an opportunity to

share the results of the mapping, involve stakeholders and inform about the ASG-QA. Furthermore, HAQAA2 events were also used for stakeholder buy-in and multiplication.

In summary, the purpose of the dissemination project was to:

- To raise awareness and understanding of the ASG-QA
- To enhance societal acceptance of the ASG-QA
- To effectively communicate the shared roles in implementation of the ASG-QA
- To provide mechanisms to encourage stakeholder involvement and more buy-in from stakeholders
- To provide a mechanism for CNAQ, RAFANAQ and EAQAN to engage with key stakeholders on matters related to the ASG-QA

2. Methodology

This section describes the methodology for each of the project components, namely mapping and implementation of dissemination activities.

Mapping methodology:

The mapping phase of the ASG-QA was carried out through a survey of national quality assurance structures and sub-regional organisations in the higher education sector.

Objective of the mapping methodology:

The objective of the proposed mapping methodology was to foster and support country and sub-regional ownership of the ASG-QA through a reflective exercise on their own quality assurance practices in light of the ASG-QA. It was not meant to be an evaluation nor a full a self-assessment, though several of the countries that participated were also taking part in an agency review or consultancy visit under HAQAA2, and hence has been able to undergo a deeper reflection. Finally, it is important to underline that there has been no training related to the compliance of the ASG-QA with quality assurance practices for the participating agencies.

Elements of the methodology

The reflective exercise was the following: A survey was sent out to the participating QAA of each network. The national QAAs were asked to have a look at their own national guidelines and compare them with the ASG-QA. The criteria to select the countries that participated in the study included the available budget and the level of development of

the national quality assurance systems and frameworks. It is in this regard that the number of participating countries was limited to 6 countries per network/region.

Also, IUCEA and CAMES were asked to fill out the survey, so that these two important regional organisations could reflect on existing QA standards.

The results on national and subregional level were analysed to be able to compare the results between different regions.

Implementation team:

A coordination committee of 3 members led by the RAFANAQ, with 1 member from each of the participating networks (RAFANAQ, EAQAN and CNAQ) was set up to coordinate the project activities. In addition, for each participating network, two experts were recruited to cover 3 countries out of the 6 participating countries. This meant that the implementation team included 3 coordinators headed by RAFANAQ and 6 experts. CAMES and IUCEA each had 1 Focal Person, which made a total of 8 experts. Each expert relied on focal points appointed by the heads of the national quality assurance agencies that participated in the study to follow-up on filling the survey tool that was used for the mapping phase and to prepare a report for their allocated countries.

Data collection tool

A matrix was designed in line with the project objective, to let the quality assurance agencies to reflect on their quality assurance guidelines and practices. In fact, for part A, a questionnaire listing the various references and guidelines was drawn up with a scale of 1 to 5 relating to the level of alignment. However, for parts B and C, open questions were formulated to better take into account the different realities and practices.

Collection, processing and analysis of the study data and expected results

The collection, processing and analysis of the data was carried out first at country level and each expert produced reports where they summed up the results of 3 countries. RAFANAQ produced 2 reports, each report including 3 countries, plus one for CAMES; EAQAN produced 2 reports plus one for IUCEA and CNAQ produced 2 reports. Each network compiled the data to produce a network report. The first expected result was that each network or linguistic area was to produce a report comparing and positioning its structures in charge of quality assurance in relation to ASG-QA.

The second expected result was the production of this report, a global report on the positioning and comparison of the networks and language areas regarding the implementation of the ASG-QA. This report is translated to be available in English, French, and Portuguese.

Presentation of results

The results are presented first for mapping and then for the implementation of dissemination activities.

Presentation of Global Results for the mapping

Part A:

The results in Table 1 are a consolidation of the findings of the mapping of ASG-QA at the level of the QA/linguistic area networks of RAFANAQ, EAQAN and CNAQ/Lusophone. They reflect the perceived state of alignment of the ASG-QA with the internal QA guidelines established by the Commissions or Agencies responsible for higher education in the countries that participated in the ASG-QA mapping. Five equals very aligned and one equals not aligned.

Table 1: Alignment of the ASG-QA with the Internal Quality Assurance Guidelines

Références	Burundi	Guinée	Mali	Maroc	Sénégal	RDC	Kenya	Rwanda	Tanzania	Uganda	S. Sudan	Angola	Cabo Verde	Mozambique	South Africa
1. Vision, Mission and Strategic Objectives	5	5	5	5	5	NR	5	5	5	5	4	5	4	4	5
2. Governance and Management	4	5	5	5	5	NR	5	5	5	5	4	4	4	5	5

3. Human Resources	4	5	5	5	5	NR	5	5	5	5	5	4	4	5	5
4. Financial Resource Management	4	5	5	5	5	NR	5	5	5	5	4	4	4	5	5
5. Infrastructure and Facilities	4	5	5	5	5	NR	5	5	5	5	4	4	3	5	5
6. Student Recruitment, Admission, Certification and Support Services	4	5	4	5	4	NR	5	5	4	5	4	4	3	5	4

7. Design, Approval, Monitoring and Evaluation of Study Programmes	4	5	5	5	5	NR	5	5	5	5	3	4	3	4	5
8. Teaching, Learning and Assessment	4	5	5	5	5	NR	5	5	5	5	3	4	4	4	4
9. Research and Innovation	4	4	4	5	5	NR	5	5	5	5	4	1	-	4	4
10. Community	5	5	5	5	3	NR	5	5	5	5	4	4	-	4	4

Engagement															
11. Information Management System	5	4	5	5	5	NR	5	4	5	5	4	4	3	4	4
12. Public Communication	5	4	4	5	5	NR	5	4	4	5	5	4	-	3	1
13. Collaboration, Staff and Student Mobility	4	4	4	5	5	NR	5	4	4	5	4	1	-	5	1

NR – Not Responded

The mapping within RAFANAQ shows that only one country out of the 6 did not respond. For all references, the lowest level of alignment is 3. For the respondents, for each reference, at least 2 countries thought they were perfectly aligned and sometimes the alignment is noted for all categories (e.g. vision, mission and strategic objectives). The lowest level of alignment is 3 and it is scored only once and concerns the commitment to the community.

The findings on the alignment of the ASG-QA with the Internal QA Guidelines established by commissions or agency responsible for regulation of higher education indicates that the five commissions/councils the HEC-Rwanda, TCU- Tanzania, CUE- Kenya, and NCHE- Uganda were most aligned with the ASG-QA and the NCHE-South Sudan was aligned in some aspects. All commissions/councils indicated the need for continuous awareness of the ASG-QA, with NCHE-South Sudan specifying need of more training in Quality Assurance in general.

At the level of CNAQ/Lusophone, the alignment of standard 1 on Vision, Mission and Strategic Objectives in Part A, INAAREES (Angola) and CHE (South Africa) reported the level of alignment of 5, while ARES (Cabo Verde) and CNAQ (Moçambique) reported 4. The level of alignment for CNAQ and CHE for standard 2 in Part A on Governance and Management is 5, and for Angola and Cabo Verde, the level of alignment is 4. The results at the level of network/linguistic zone are in the relevant reports in Annex.

Part B: External Quality Assurance

The results in Table 2 are a consolidation of the findings from the Mapping of the ASG-QA at the level of the QA Networks/Linguistic zone of the RAFANAQ, EAQAN and the CNAQ/Lusophone. They reflect the extent of compliance with Methodologies (or Standards) used by commissions/councils for higher education to ensure internal quality assurance in line with the standards 1 to 7 of Part B of the ASG-QA.

Table 2: The extent of compliance with Methodologies (or Standards) to ensure Internal Quality Assurance

Standard	Burundi	Guinée	Mali	Maroc	Sénégal	RDC	Kenya	Rwanda	Tanzania	Uganda	S. Sudan	Angola	Cabo Verde	Mozambique	South Africa
Objectives of External Quality Assurance and consideration for Internal Quality Assuranc	√	√	√		√	√	√	√	√	√	√	√	√	√	√

e Purpose.															
Designing External Quality Assurance Mechanisms Fit For Purpose	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Implementation Processes of External Quality Assurance	X	√	√	√	√	NR	√	√	√	√	√	√	√	√	√

Independence of Evaluation	√	X	√	NR	√	√	√	√	√	√	√	√	√	√	√
Decision & Reporting of External Quality Assurance Outcomes	√	√	√	X	√	PC	√	√	√	√	√	√	√	√	√
Periodic Review of Institutions and Programmes	√	√	√	√	√	NR	√	√	√	√	√	√	√	√	√
Complaints and Appeals	√	√	√	√	√	NR	√	√	√	√	√	√	√	√	√

30/01/2023

NR – Not Responded

Check = Comply / Available

PC = Partially compliant
X = Not Compliant / not compliant yet

For Part B, all national agencies of the 6 RAFANAQ countries have commented on all the standards. Half of the countries fully aligned themselves with all the standards in Part B of the ASG-QA. For the other standards, the responses show that the one on complaints and appeals is not applied by a country for which the agency has only been operating for a few years. One respondent has a lower than average rate of alignment due to the youth of the agency which is in the process of being operationalised. The independence of an agency is also rated as average.

The findings on compliance with Methodologies (or Standards) used by commissions/councils for higher education to ensure internal quality assurance in line with the standards 1 to 7 of the ASG-QA, indicate that in general, all the five commissions/councils within the EAQAN that participated in the Mapping, comply with the reported alignment with Part A of the ASG-QA.

Overall we can say that for Part B the countries covered by CNAQ have generally aligned themselves with all the seven standards stated in Part B. The countries are using different mechanisms, especially accreditation, assessment and audit to ensure that EQA mechanisms are fit for purpose with the stakeholders. Independence is marked by the possibility of the institutions to comment on the composition of the external evaluation panel and possible factual errors of the external evaluation report. Although there are mechanisms for periodic evaluation of institutions and programs, mechanisms for appeal and review are not fully developed and in place for all countries.

Part C : Internal quality assurance for quality assurance agencies

The results in Table 3 are a consolidation of the findings from the Mapping of the ASG-QA at the level of the QA Networks/Linguistic zones of the RAFANAQ, EAQAN and the CNAQ/Lusophone. They reflect the extent of Quality Assurance External Quality Assurance at the level of the Quality Assurance Agencies/Commissions/Councils for higher education.

Table 3: Internal Quality Assurance of Quality Assurance Agencies/Commissions/Councils for Higher Education

30/01/2023

Références	Burundi	Guinée	Mali	Maroc	Sénégal	RDC	Kenya	Rwanda	Tanzania	Uganda	S. Sudan	Angola	Cabo Verde	Mozambique	South Africa
Legal Status		√	√	√	√	√	√	√	√	√	√	√	√	√	√
Vision and mission	√		√	√	√	√	√	√	√	√	√	√	√	√	√
Governance and Management	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Independence of QAA	A renforcer	√	A renforcer	A renforcer	X	A renforcer	√	√	√	√	√	√	√	√	√

Policies, Processes and Activities	√		√	√	√	NR	√	√	√	√	√	√	√	√	√
Internal Quality Assurance		√		√	√	NR	√	√	√	√	Partly	√	√	√	√
Financial and Human Resources	NR	√	√	√	√	NR	√	√	√	√	PC	PC	PC	PC	PC
Benchmarking, Networking and Collaboration	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Periodic Review of QAAs	X	√	√	√	√	NR	√	√	√	√	PC	X	X	√	X

30/01/2023

NR – Not Responded

Check   -   Comply / Available

PC - Partially complaint
X   -   Not Compliant

The different responses to Part C within RAFANAQ show that some references were not answered for some countries (e.g. human and financial resources, periodic evaluation, internal quality assurance and policies, activities and processes). Two respondents out of the 6 fully aligned with all the benchmarks. All agencies are engaged in networking, collaboration and benchmarking. Despite the young age of most agencies, 4 out of 6 have undergone external evaluation. The critical point of attention noted among respondents is independence, which needs to be strengthened in 4 of the 6 agencies participating in the mapping project.

The key findings on Internal Quality Assurance for the five commissions/councils for higher education- HEC-Rwanda, TCU- Tanzania, CUE- Kenya, and NCHE- Uganda and NCHE South Sudan indicate that 1) they have legal status such as University Acts and Parliament Acts), 2) the scope of their mandates include institutional accreditation and accreditation of programmes, 3) they have strategic plans, structured governance and management systems, 4) the source of income is mainly from government, and there is existence of clear policies and procedures for financial and management decisions. In general, the commissions/councils were regulated or audited by relevant public institutions and they are yet to adopt the practice of peer review.

For Part C: Internal Quality Assurance for QAA in Southern Africa (CNAQ) 1) All countries reported that they have been established legally, 2) All the countries reported that quality assurance is their major activity and that there are systems in place to achieve the vision, mission and objectives of their QAAs, 3) All countries reported that they have well established governance structures and that they have qualified and experienced leadership to oversee the implementation of strategic objectives, 5) Most countries reported that even if they do not have financial independence because they depend on government funding, they are still independent to make accreditation decisions.

In terms of periodic review of QAAs, three countries (South Africa, Angola and Carbo Verde) reported that that they have not been evaluated by an external agency as yet and they have plans for the future to do so. Mozambique (CNAQ) has been reviewed once by HAQAA1 in 2018 and the idea is to evaluated every five years. The next evaluation will be due in 2023.

Presentation of CAMES results

Part A: The references and guidelines in this part are aligned with those of CAMES. They are taken into account in the reference framework for the evaluation of higher education and research institutions. It should be noted that CAMES encourages countries to set up national agencies for external quality assurance in line with the local national context.

Part B: The references and guidelines for quality assurance are generally in line with those developed by CAMES.

Part C: It is noted that some references and guidelines are not yet fully implemented, such as the CAMES periodic evaluation. Indeed, CAMES has not undergone an external evaluation.

CAMES has taken a new turn with the new director adopted on 10 June 2022 by the Council of Ministers of the 19 member countries. This policy has better clarified the roles and responsibilities of the institutional (university), national (agencies) and regional (CAMES) levels.

Presentation of IUCEA results

The overall alignment of the *Regional Internal Quality Assurance standards and guidelines of HEIs* in East Africa was assessed. The standards were compared with ASG-QA. A scale of 1 to 5 was used to estimate alignment of regional (IUCEA) standards to the ASG-QA- 1 as not at all and 5 as totally. The following sections present the summary of the findings.

- Mission and Vision: The IUCEA has published vision and mission statements that reflect its commitment to continuous quality enhancement; strategic objectives and clear policies and procedures that are consistent with its vision and mission. The findings show that IUCEA has defined its own Vision, Mission and Strategic objectives in its strategic plan 2022- 2026 and published it on its website.
- Human Resources and governance: IUCEA has policies on human resources that are inclusive, and that ensure recruitment and retention of adequate numbers of qualified and competent staff to achieve its mission and carry out its legal mandate. Also IUCEA as one of the nine EAC institutions has a policy on human resources that are inclusive, and that ensure recruitment and retention of adequate numbers of qualified and competent staff to achieve its mission and carry out its legal mandate. Governance and Management. Apart from that, IUCEA has clearly stated governance and management structures. That ensures sound and ethical governance and management, including robust QA practices that support the achievement of its mission and legal.
- Financial Resource Management: It has been found that IUCEA has adequate financial resources and prudent financial management that are aligned to its mission, objectives and mandate to ensure quality education. However, findings show that the budget allocated to IUCEA is not enough to allow the Institution to fulfil its mandate to ensure quality education.
- Infrastructure and Facilities: It is expected that regional agencies shall have adequate and appropriate infrastructure, facilities and resources to support teaching, learning and research. The findings show that IUCEA is planning to construct other offices in phase II to get appropriate infrastructure.
- Research and Innovation: The findings prove that IUCEA encourage, promote, and engage in innovative research consistent with its policies and strategic plans, and address national, regional, continental, and international needs. The respondent proved that IUCEA encourage and promote research through several research project and by supporting students and staff mobility.

Among 13 elements compared, only one scale has 3 and the remaining are in higher scale of 4 and 5. Aspects of governance, human resources, infrastructures, research and innovation, financial resource management are well addressed at IUCEA.

Limitations of the results obtained

The results suffer from methodological limitations even if, overall, the desired objective is achieved. Indeed, the information in the questionnaire was not always well understood. This is why the DRC did not respond to part A. Responses to parts B and C of the ASG-QA were not easy because the agency had only one option despite the diversity of realities within an agency. As multiple choices were not available on the platform, the answers to the questions on References and Guidelines for External Quality Assurance (Part B) and Internal Quality Assurance for Quality Assurance Agencies (Part C) were not correctly answered in some cases.

Methodology for the implementation of dissemination activities

In addition to the appropriation of the ASG-QA by the actors who have directly worked on the mapping, namely the experts designated by the networks and regional quality assurance bodies, the heads of agencies and the focal points, the dissemination project methodology focused on the participation of the project coordination committee in the various annual events of the QA networks.

Furthermore, various meetings organised or supported by HAQAA2 were used to present the project and generally raise awareness of the ASG-QA by presenting the three parts and providing background of the development of the tool which was endorsed by the African Union.

Regarding the implementation of dissemination activities, important results have been achieved.

List of dissemination activities at various stakeholder events/workshops/conferences that were organised by the RAFANAQ, EAQAN, CNAQ and HAQAA2:

a). A Workshop on Quality Assurance Organised by the RAFANAQ in Partnership with the Francophone University Agency (AUF) held on 09-11/05/2022 in Bujumbura, Bujumbura.

b). An Event on the re-launch of the African Credit Transfer System (ACTS) organized by HAQAA Coordination held on 07-09/06/2022 in Abidjan, Ivory Coast.

c). The 11th East African Higher Education Quality Assurance Forum held on 20-23/09/2022 in Dar Es Salaam, Tanzania

d). The African Quality Assurance Network (AfriQAN) Conference held on 25-27/10/2022 in Maputo, Mozambique

e). The Final Conference of the HAQAA2 held on 7-9/12/2022 in Accra, Ghana

d). The Final Virtual Meeting on Mapping and Dissemination of the African Standards and Guidelines for Quality Assurance held on 15/12/2022. This meeting was attended by Stakeholders who participated in the Launch of the Mapping and Dissemination, the Filling of the Mapping Tool of the ASG-QA and participated in some of the Dissemination activities indicated above (a -e).

The reports on dissemination activities at events/workshops/conferences organised by the RAFANAQ, EAQAN and CNAQ are provided in Annex.

3. Analysis of the results of the mapping study and implementation of dissemination activities

The results of the mapping study can be analysed from a number of angles:

- The progress of the agencies surveyed in developing and implementing quality assurance: The agencies surveyed in the three networks are in different stages of development in terms of the implementation of the ASG-QA. Some countries are more advanced than others (some examples are Senegal, Guinea, Mozambique, South Africa, Kenya, Rwanda, Tanzania and Uganda) and these are followed by Morocco, Mali, Burundi, Angola and Cape Verde. Some are still at the initial stages (for example DRC where the agency is not yet operational). This situation has justified the absence of response for some references and guidelines. It should also be noted that the DRC did not respond to part A.

- The alignment of the ASG-QA benchmarks and guidelines with agency practices is observed globally for all countries, at least in the perception of those surveyed (Burundi, Guinea, Mali, Morocco, Senegal, Mozambique, South Africa, Angola, Cape Verde, Kenya, Rwanda, Tanzania and Uganda). For the DRC, the level of development of the agency and the quality of the responses suggest that there is still work to be done.

Critical points:

-The reference to independence and its guidelines still poses problems either at the organisational, operational or decision-making level. In the dynamics, the references to the agencies' internal quality assurance processes and mechanisms and to periodic evaluation also need to be further implemented;

- Quality assurance and evaluation of research and innovation are less developed by the agencies surveyed.
- The quality assurance of distance education is also not yet sufficiently taken into account in the various reference systems developed by the countries.

The analysis of trends in compliance with ASG-QA noted in the mapping exercise needs to be complemented by the agency reviews and consultancy visits conducted in several African countries under HAQAA1 and 2. In this way, a holistic use of the findings from the mapping, agency assessments and consultancy visits would provide a greater understanding of the dynamics and practices of internal institutional assurance, external evaluation and internal quality assurance of accreditation agencies in Africa.

The analysis of the dissemination activities shows overall
- The importance and usefulness of dissemination events to raise awareness of the ASG-QA;
- A lack of information on ASG-QA among quality assurance practitioners;
  - the need to insist on the explanation of parts A, B and C before sharing the results of the mapping;
- the need to continue dissemination activities to reach more targets;
- the provision of materials in major African languages to facilitate dissemination;
- the plurality of audiences affected by dissemination and capacity building, including officials in ministries, regional bodies, agencies, institutions and universities, technical and financial partners, practitioners, teachers, administrative staff, students, etc.

4.   Recommendations:

The following recommendations emerged from the project and the analysis of the results of the survey and dissemination activity:
- More detailed references and guidelines for distance education, research, innovation and resilience of higher education institutions.
- Wider dissemination of the ASG-QA so that they are better known and used by countries and sub-regional higher education bodies;
- Greater ownership by the agencies of the benchmarks and guidelines for independence, quality assurance mechanisms within the agencies and periodic evaluation.

It would be appropriate for the HAQAA Initiative to include in its future work plan activities support the agencies in implementing the recommendations. This should include:

- Promotion of the User's Guide in order to facilitate the interpretation of the ASG-QA.

- To continue with the capacity building activities at both agency and institutional level.
- Take advantage of QA forums for practitioners to promote the ASG-QA;
- Integrate the results of this dissemination project, the agency reviews and the consultancy visits into a more comprehensive analysis for a better understanding of the trends and dynamics of alignment to ASG-QA in African countries
- Use this dissemination and capacity building experience for ASG-QA ownership as part of the implementation of the Pan-African Quality Assurance and Accreditation Agency (PAQAA);
- Use the database of the various networks to facilitate the development of an African registry of quality assurance agencies in compliance with the ASG-QA.

In addition, future HAQAA activities and general support for QA in Africa should:

- Consider the importance of strengthening the newly created Lusophone Network for QA, which has been an off shoot for this project.
- Develop detailed references and guidelines for distance education, doctoral research and innovation
- The dissemination projects should continue under HAQAA3 so that the ASG-QA reach every corner where teaching and learning takes place. Quality can only be assured by those responsible for providing higher education.
- For the ASG-QA to succeed, both external and internal stakeholders should be involved and be part of the process and their capacity in the area of quality assurance, both in higher education institutions and in QAA, needs to be strengthened. In parallel, HEIs should be challenged to come up with learning programmes that deal with quality assurance in order to improve institutional capacity in developing quality assurance units and running quality assurance agencies.

It is strongly believe that these steps will facilitate the implantation of the ASG-QA within the African higher education space and establish a strong foundation for future development.