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Harmonisation, Quality Assurance
and Accreditation in Africa

HAQAA3



Deutscher Akademischer Austauschdienst
German Academic Exchange Service



African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA)

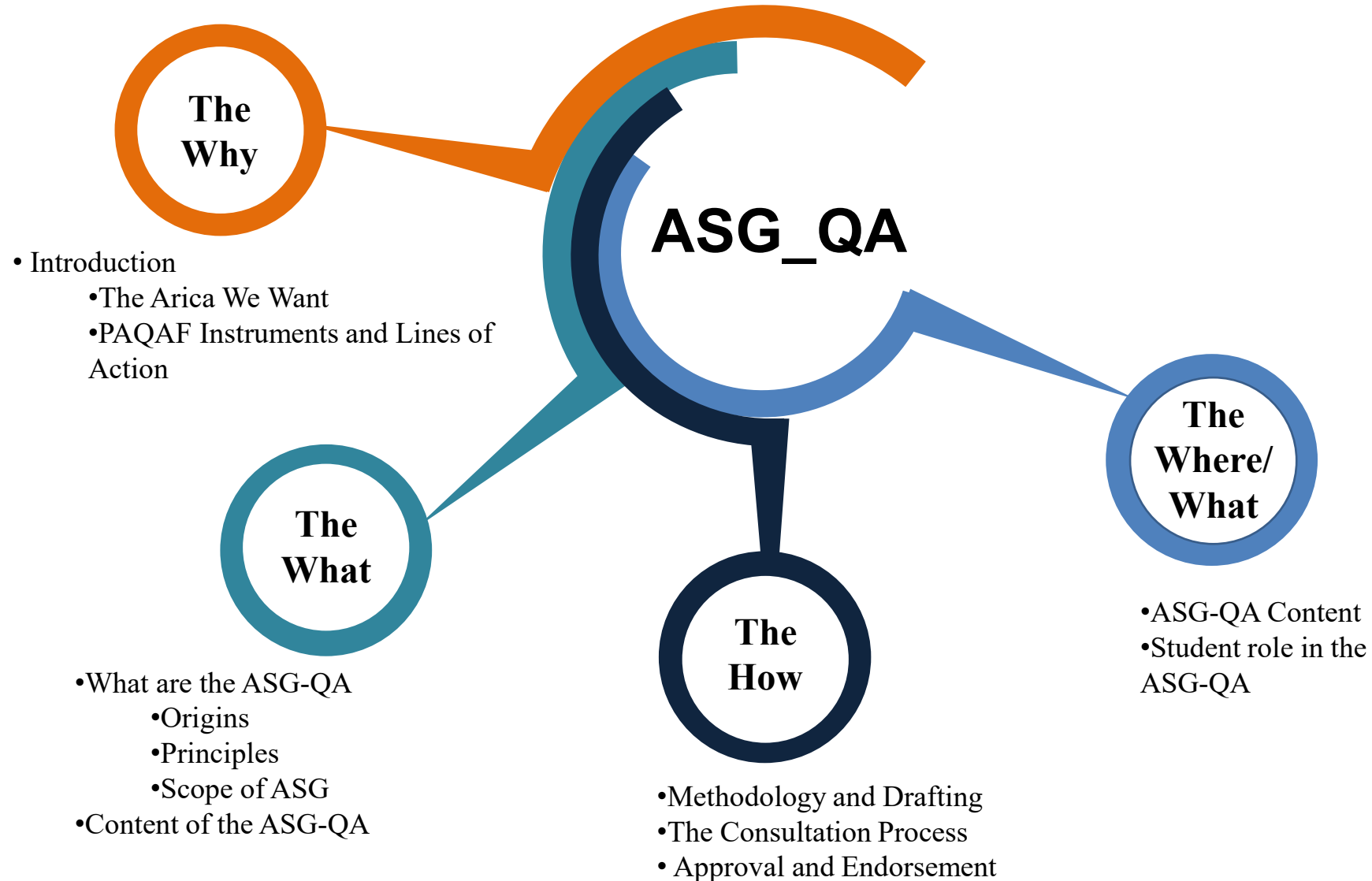
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Former President of NAQAAE

Co-Author of the ASG-QA

Presentation Outline



Presentation Outline

Purpose of this Training Session

- Raise awareness of the African Standards and Guidelines for Quality Assurance (ASG-QA)
- Understand what does ASG-QA stand for and their importance to the African Higher Education Landscape
- Highlight the purpose and scope of the ASG-QA
- Realize the need for the ASG-QA, and how do they relate to national/regional regulations and standards
- Recognize the process of development approval and endorsement of the ASG-QA
- Identify the 3 parts and what each part entails
- Recognize the mentioning of students in the ASG-QA and their role in QA

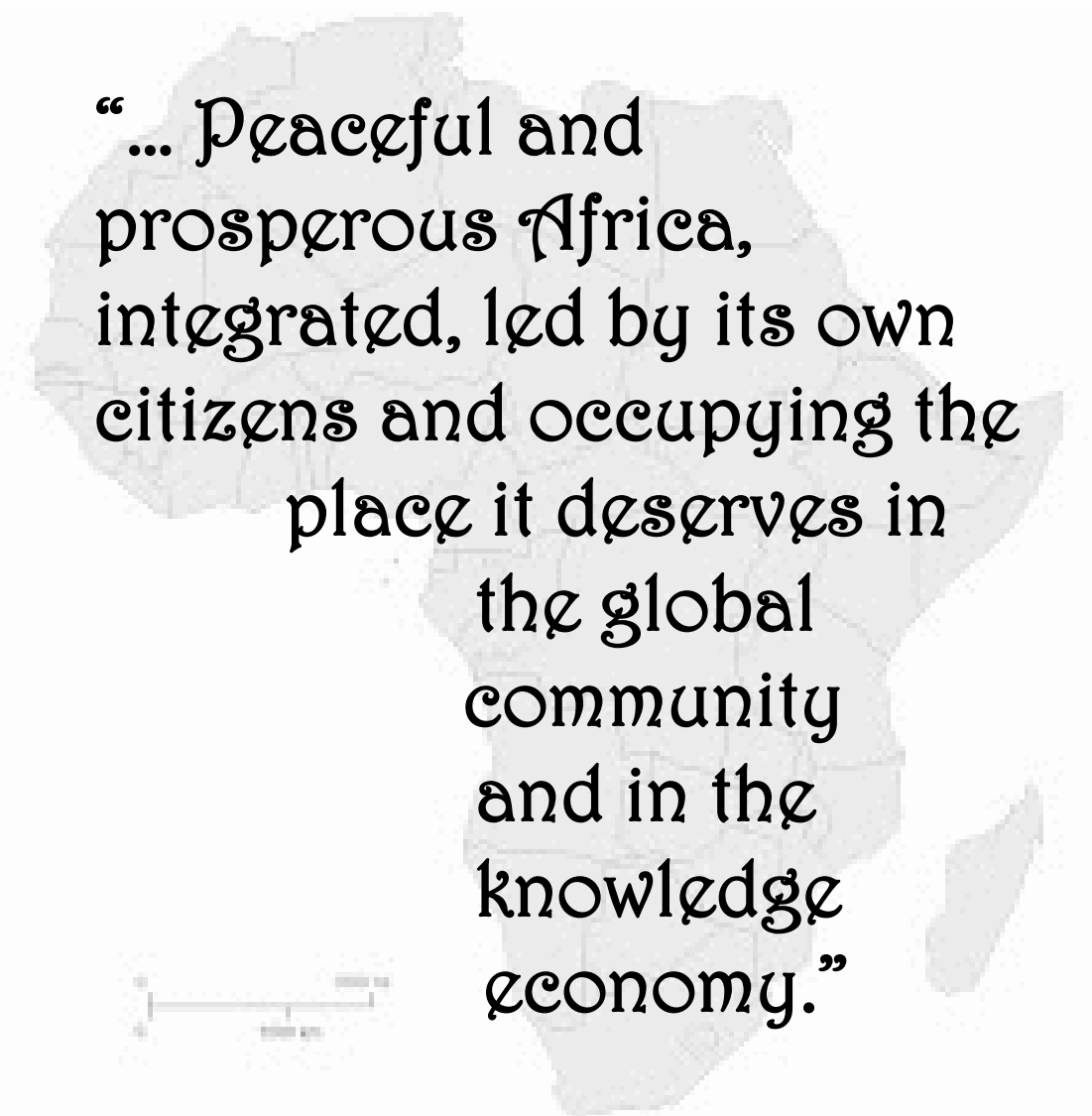
The Why



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Introduction ... The Why

The African Union
envisions a*



“... Peaceful and prosperous Africa, integrated, led by its own citizens and occupying the place it deserves in the global community and in the knowledge economy.”

The Why

- There is a growing global realization of the need to establish harmonized higher education systems for facilitating the mobility of trained people with accredited qualifications.
- The rapid growth in the number of students and HEIs, and the increased focus on employability, have made quality and quality assurance central topics in the global higher education community.
- Similarly, Africa is witnessing rapid growth in HEIs and diverse systems of higher education resulting in the lack of recognition of qualifications thus constraining academic integration and student mobility.
- The AU's vision of building an integrated Africa requires a harmonized education system, to facilitate intra-Africa mobility, skills portability and credit transfer.



The Why

- The realization of AU's vision requires competent, qualified human resources, who can imagine, create, propose and implement innovative development plans rooted in African values.
- The Continental Education Strategy for Africa (CESA 16-25) was developed to deliver the necessary human capital for the realization of the AU Vision through:
 - *Harmonized education and training systems are essential for the realization of intra-Africa mobility and academic integration through regional cooperation (as articulated in its Guiding Principles).*
 - *Reorienting Africa's education and training systems to meet the knowledge, competencies, skills, innovation and creativity to nurture African core values.*
 - *Enabling Africa to have the necessary human capital to become a major player in the knowledge economy and a credible competitor in a globalized world.*



The Why ...

- Agenda 2063, has charted a bold strategic trajectory spanning the next decades to transform the continent into a **prosperous, integrated, secure and peaceful, democratic, and dynamic force** in the world
- AU Agenda 2063 “the Africa We Want” ... has called for strengthening of quality of HE in Africa “*make it locally relevant and globally competitive*”
- Africa’s Heads of States and Governments have expressed their *commitment* for **harmonization of quality assurance**
- AUC promoted harmonisation of QA in HE in Africa and has initiated the development of *Pan African Quality Assurance and Accreditation Framework* (PAQAF) to provide a continental platform for enhancing quality. (*collaboration with AAU with support from EU*).
- Hence the development of the PAQAF, and the development of the ASG-QA as one of the tools of the PAQAF



The PAQAF

P A Q A F	Features of PAQAF			
	African Standards and Guidelines for Quality Assurance (ASG-QA)		HAQAA 1	
	African Quality Rating Mechanism (AQRM) for Institutional Evaluation			
	Capacity Building Trainings in Quality Assurance for National Quality Assurance Agencies			
	African Credit Accumulation and transfer Systems (HAQAA3 ACTS)		Tuning Africa HAQAA 3 ACTS	
	Addis Convention (Arusha Convention)		UNESCO	
	Capacity Building for National Quality Assurance Agencies /HEIs		HAQAA 2	
	African Continental Qualifications Framework			ACQF
	Pan African Quality Assurance and Accreditation Agency			PAQAA



HAQAA 3

The What ...

The African Standards and Guidelines (ASG-QA)

ACTIVITY

1



What is Harmonization



In your own words describe what is meant by Harmonization

What is Harmonization ...

The term “Harmonization” means **making different systems, standards, rules, or practices consistent or compatible with each other.**

It involves **bringing things into agreement or alignment**, so they work together smoothly.
(compatibility – consistency - coordination)

Harmonization is the act of **making different things suitable for each other**, or the result of this. It can also mean adding harmonies to a tune or **making systems or laws the same in different places.**

(Cambridge Dictionary)



Arabic التنسيق

French: *harmonisation*

Portuguese: *harmonização*



*In all languages **Harmonization** refers to the process of making systems or practices consistent or compatible.*

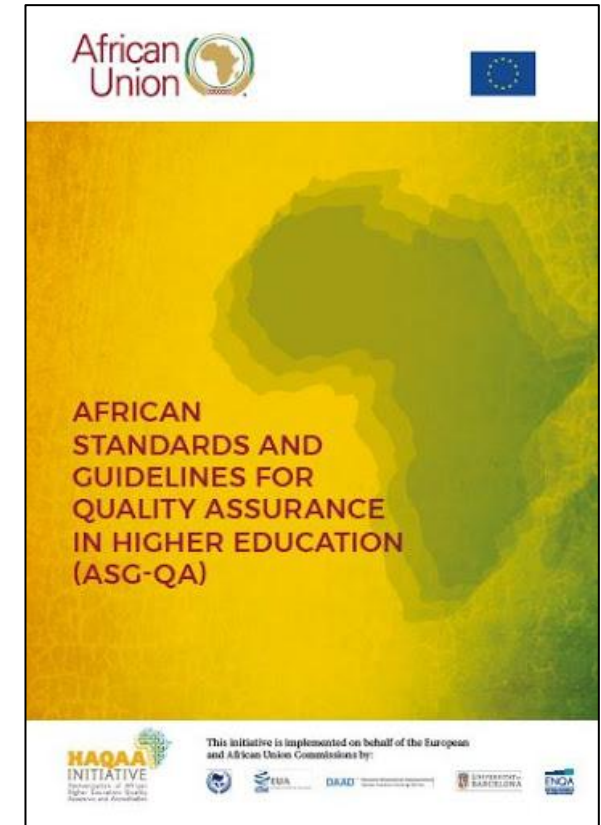
What is Harmonization ...

- Harmonization is a shared view on quality criteria and standards, and an equivalent way of assessing quality, so that all HEIs will be regulated according to comparable standards.
- Harmonization does not mean that every institution or each country is forced into a uniform system, rather it means that the basic framework for quality assessment is equivalent.
- A key milestone for fostering harmony within the diverse African higher education system is the establishment of a continental quality assurance framework.
- Within this framework, the African Standards and Guidelines for Quality Assurance (ASG-QA) have been established as a tool for achieving Harmonization of Higher Education Systems.
- Proper implementation of the ASG-QA can contribute to the provision of quality higher education and ensure the quality of qualifications



What are the ASG-QA

- The ASG-QA were developed in the framework of the HAQAA initiative to support the development of QAA systems at institutional, regional and Pan-African levels
- They are one of the instruments for implementing PAQAF
- They are standards and guidelines for IQA and EQA, based on common principles and existing practices of QA in African countries
- They are benchmarked against the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
- They are contextualized and provide examples of good practice
- Not prescriptive nor exhaustive.
- They are broad to allow for diversity, yet safeguarding comparability.



Aims and Purpose of ASG-QA

The aim of the ASG-QA is to support both higher education institutions (HEI) and quality assurance agencies (QAA) in Africa by:

- Providing a common framework and understanding of quality assurance systems for teaching and learning among stakeholders at continental, regional and national levels .
- Developing mutual trust thus facilitating recognition and mobility of students and faculty within and across national borders within the continent.
- Ensuring quality improvement / enhancement in higher education in the continent through self-assessment , external peer review and continuous monitoring and evaluation
- Promoting transparency and accountability by providing appropriate information on quality assurance to the public
- Developing sustainable quality culture in HEIs.
- Promoting international competitiveness of African HE systems
- Supporting production of relevant teaching/learning resources as well as student assessment instruments

Principles

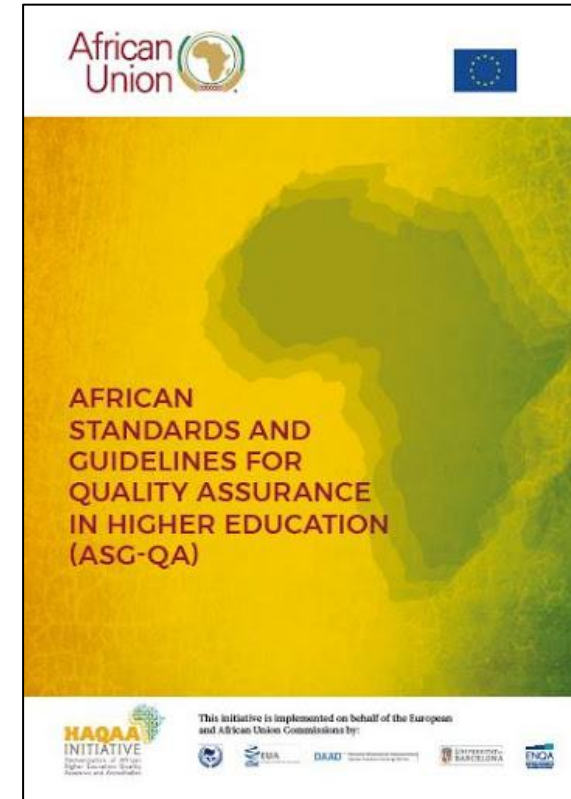
ASG-QA were developed based on the following principles

- They are based on common principles of QA.
- Wider representation of the Continent
- Quality and QA are primarily the responsibility of HEIs.
- Autonomy, identity and integrity of HEIs are acknowledged and respected.
- Subjected to wide stakeholder consultation and feedback for acceptability and ownership
- HEIs and QAAs can adapt and contextualise to fit their own systems and contexts (based on evidence)
- Based on Harmonisation, not uniformity.



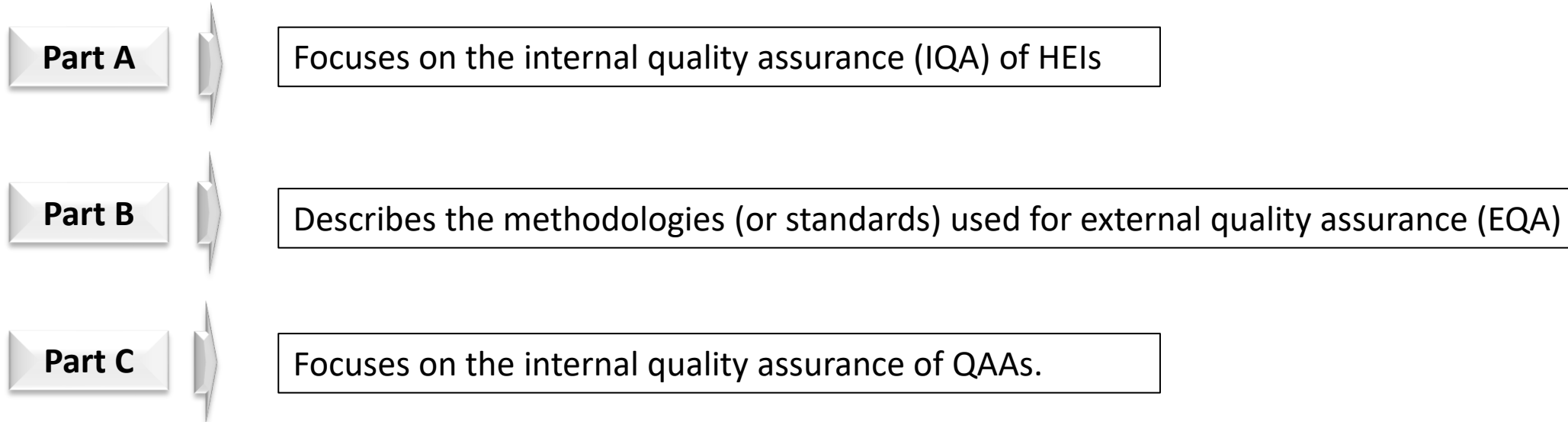
What is the Scope of the ASG-QA

- ❑ The ASG-QA should apply to all types of HEIs in Africa irrespective of the mode of study or place of delivery, including transnational and cross-border delivery.
- ❑ The ASG-QA address students through the whole cycle of their university life, thus referring always to both undergraduate and postgraduate students.
- ❑ The ASG-QA should be applied in cognizance of existing qualifications frameworks and credit transfer and accumulation systems operational in the continent, since these also act as catalysts for the enhancement of transparency and mutual trust in the provision of higher education.



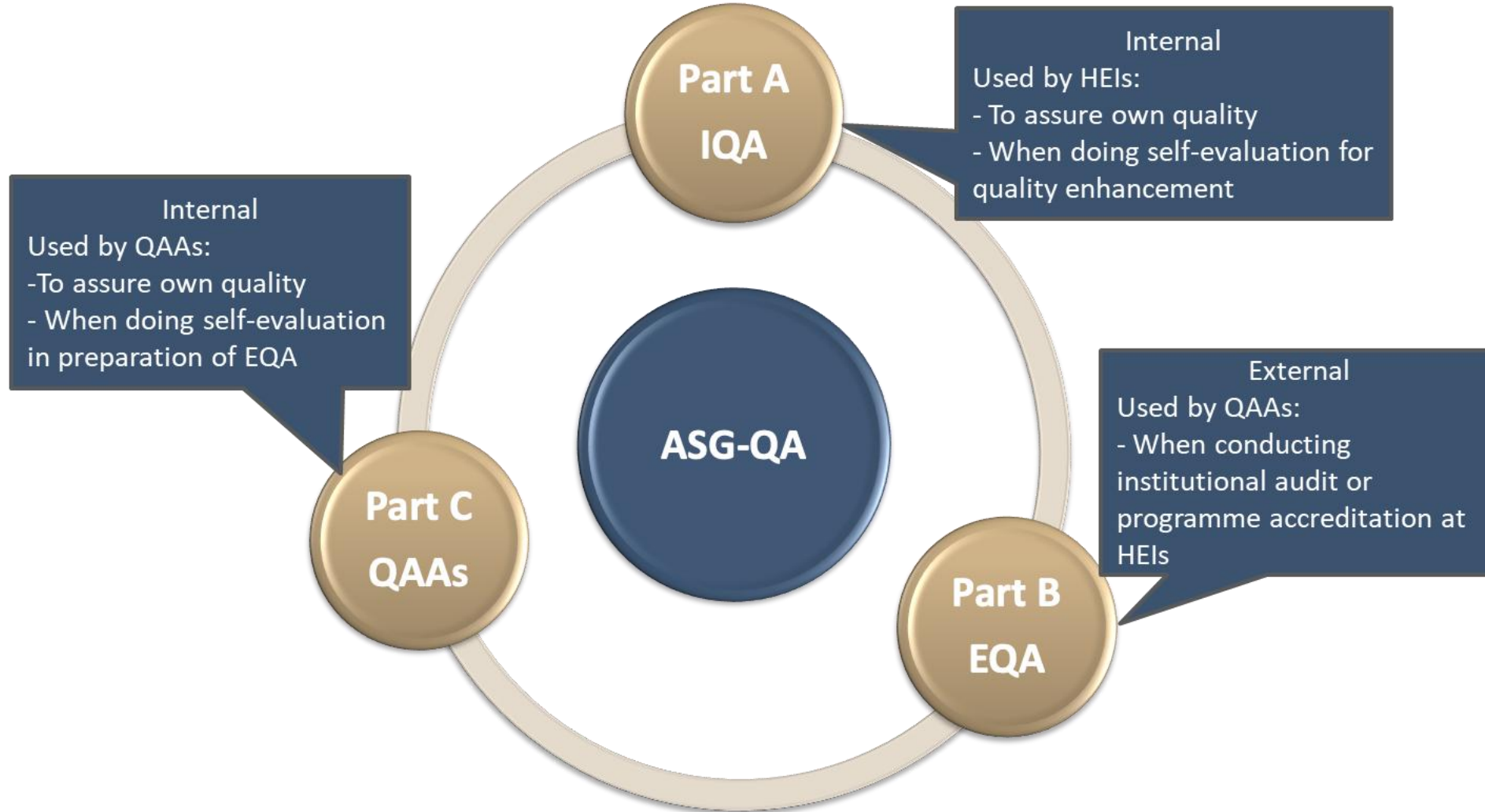
What is the Scope of the ASG-QA

The standards and guidelines are presented in three Parts



The quality provision of open and distance learning (ODL) by HEIs is incorporated into the IQA implemented by institutions

Scope of ASG-QA



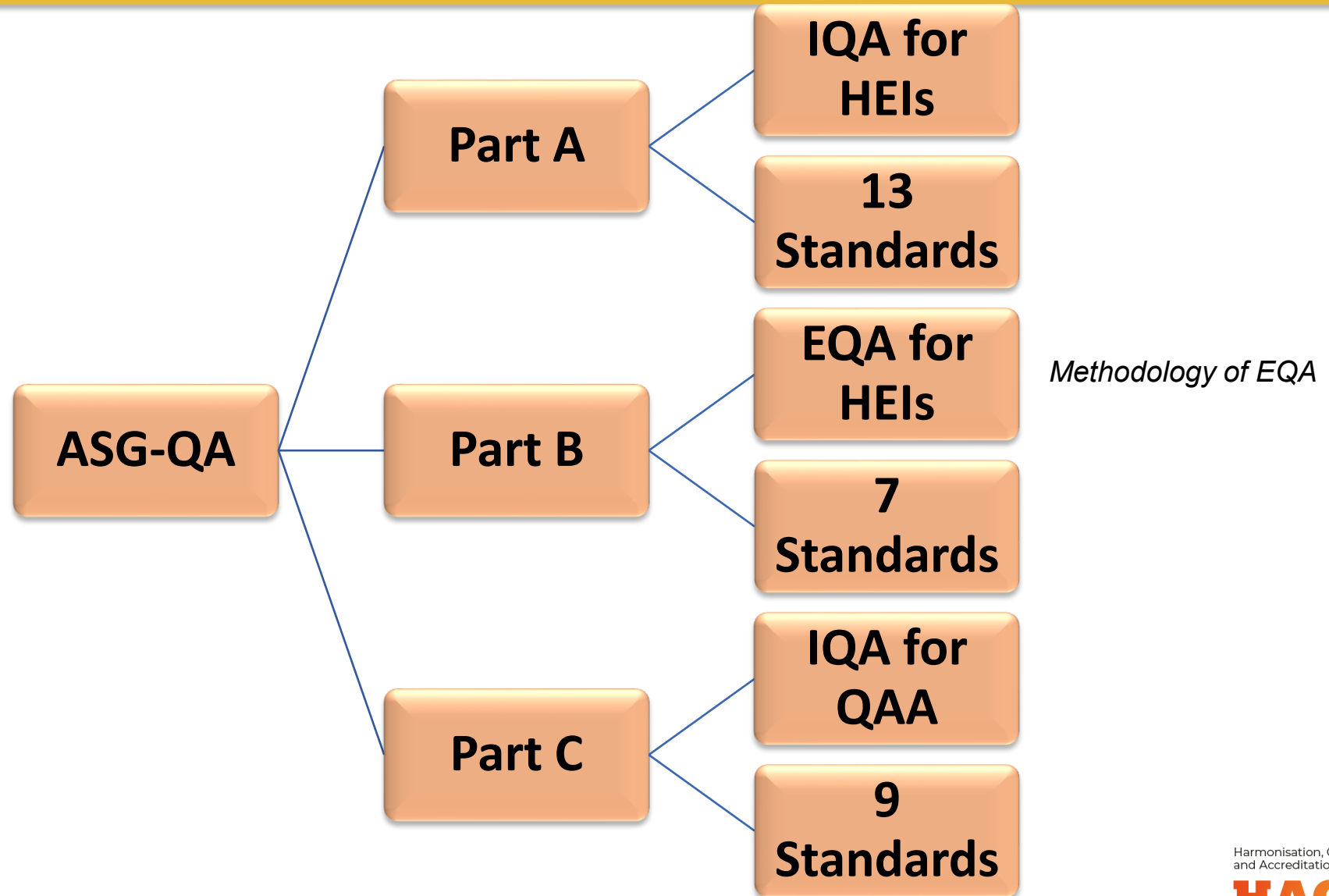
Interlinkage of the three parts of the ASG-QA

What is the Scope of the ASG-QA

- ❑ HEIs use the standards and guidelines IQA outlined in **(Part A)** to establish their own internal quality assurance systems.
- ❑ HEIs should also consider the standards and guidelines for EQA, especially when developing the self-assessment report (SAR/SER) in preparation of program/institutional accreditation or quality audits conducted by QAAs.
- ❑ QAAs should use the principles, practices and methodologies, and standards and guidelines for EQA **(Part B)** when conducting program/institutional accreditation or quality audits at HEIs
- ❑ Yet, QAAs also acknowledge the internal quality assurance standards and guidelines IQA **(Part A)** used by the institutions to ensure that the internal work undertaken by HEIs is directly relevant to any EQA that they undergo.
- ❑ Quality Assurance Agencies (QAAs) should undertake their quality assurance activities **(Part C)** in accordance with the standards and guidelines articulated in **(Part B)**



Scope of ASG-QA



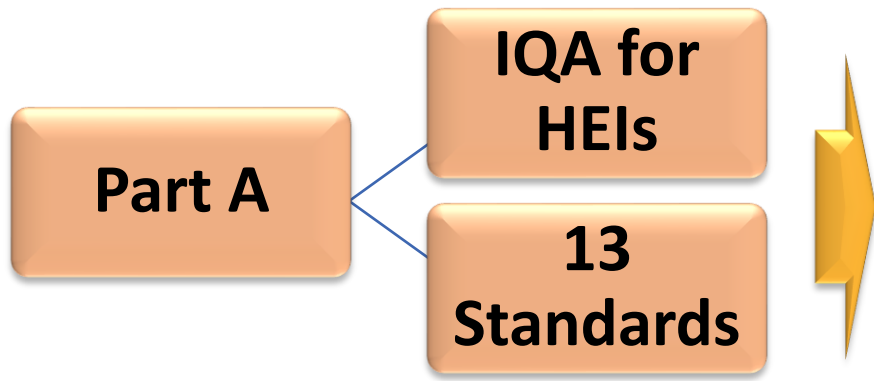
ASG-QA Content: Part A - IQA

- Part A presents standards and guidelines for Internal Quality Assurance of HEIs.
- It also incorporates standards and guidelines for ODL modes.
- The standards and guidelines cover areas that are considered essential for the attainment of the provision of quality higher education, focusing mainly on:
 - institutional governance, policies and processes that promote quality higher education;
 - teaching and learning environment;
 - research and innovation;
 - collaboration and community engagement.



In line with the principle that HEIs have the primary responsibility for the quality of their provision

ASG-QA Content: Part A - IQA



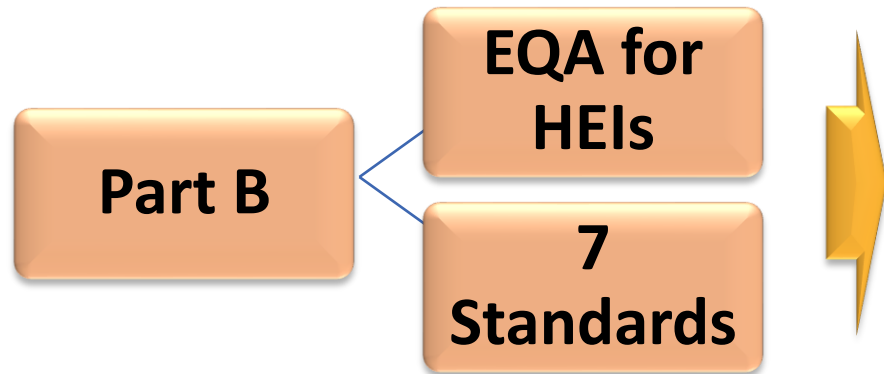
1. Vision, Mission and Strategic Objectives
2. Governance and Management
3. Human Resources
4. Financial Resource Management
5. Infrastructure and Facilities
6. Student Recruitment, Admission, Certification and Support Services
7. Design, Approval, Monitoring and Evaluation of Study Programmes
8. Teaching, Learning and Assessment
9. Research and Innovation
10. Community Engagement
11. Information Management System
12. Public Communication
13. Collaboration, Staff and Student Mobility

ASG-QA Content: Part B - EQA

- Describes EQA Methodologies.
- Ensures accountability and quality enhancement.
- EQA addresses standards and guidelines in Part A (IQA) to:
 - Make IQA relevant and efficient.
 - Ensures consistency between IQA and EQA.

External
quality
assurance

ASG-QA Content: Part B - EQA



1. Objectives of External Quality Assurance and Consideration for Internal Quality Assurance
2. Designing External Quality Assurance Mechanisms (Fit-for-Purpose)
3. Implementation Processes of External Quality Assurance
4. Independence of Evaluation
5. Decision and Reporting of External Quality Assurance Outcomes
6. Periodic Review of Institutions and Programmes
7. Complaints and Appeals

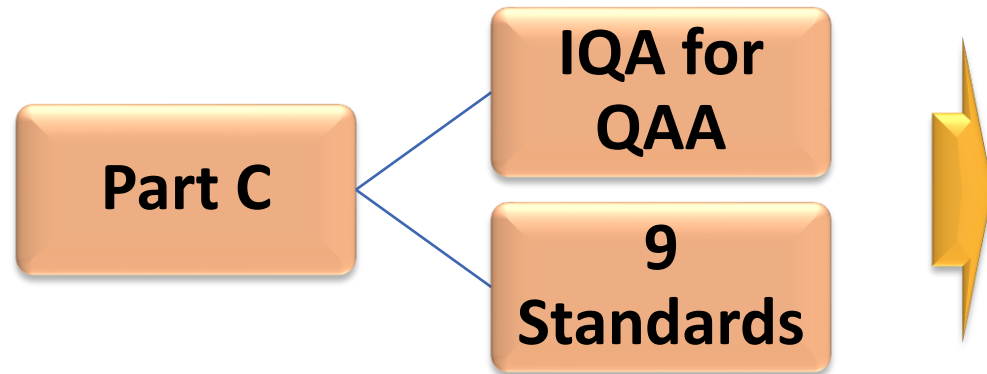
ASG-QA Content: Part C - IQAA

IQA of QAAs activities.

- The purpose of internal quality assurance of QAAs through self-assessment of its policies, practices, procedures and activities and/or for external assessment/evaluation by another body/peer organization.
- This section covers policies, processes and activities of the QAA, legal status, vision and mission, financial and human resources, independence, and standards and processes used by the QAA.
 - Self-assessment/evaluation of QAA's policies, practices, procedures and activities for improvement.
 - External review/ assessment/evaluation by another body/peer organisation/PAQAA

The logo for IQAA (Internal Quality Assurance) is displayed in a large, bold, blue font within a light blue square box.

ASG-QA Content: Part - IQAA



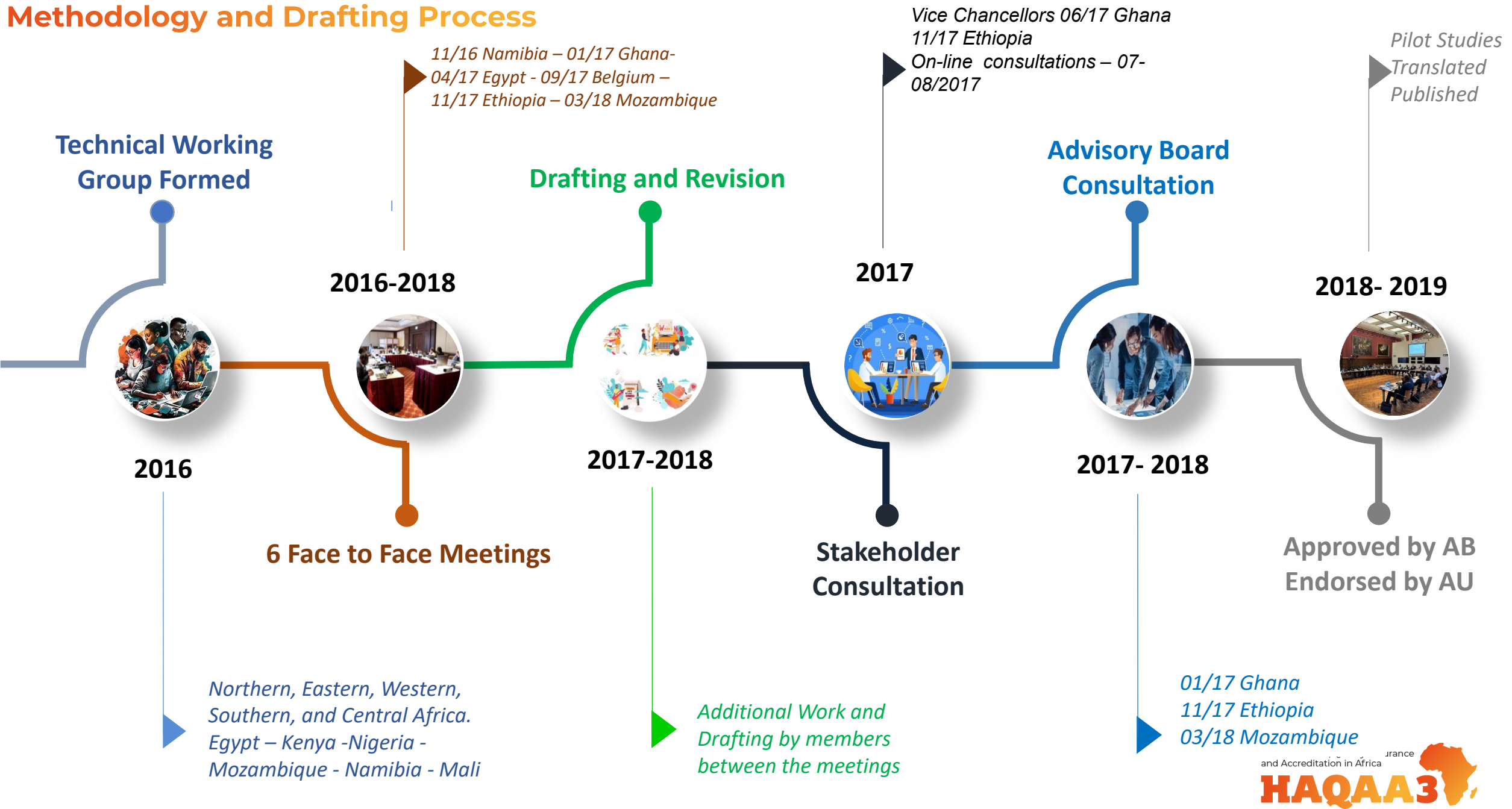
1. Legal Status
2. Vision and Mission Statement
3. Governance and Management
4. Independence of Quality Assurance Agency
5. Policies, Processes and Activities
6. Internal Quality Assurance
7. Financial and Human Resources
8. Benchmarking, Networking and Collaboration
9. Periodic Review of QAAs

- a- External QA for QA Agencies
- b- Process of evaluating HEIs
- c- Consists of nine standards

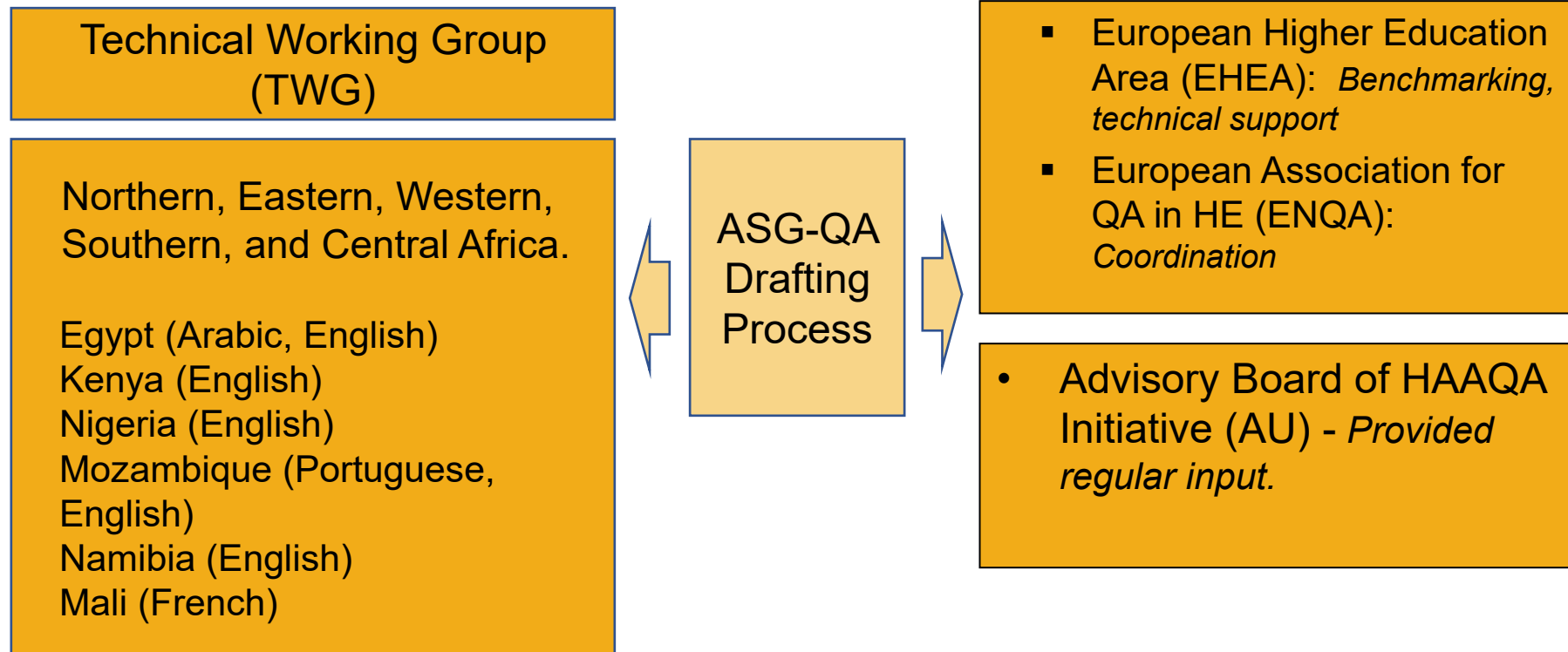
The How ...

Methodology and Drafting ...

Methodology and Drafting Process



The Technical Working Group - TWG



Subjected to Consultation for acceptability and ownership

The Drafting Process

- ❑ The Technical Working Group (TWG) consisted of experts in the quality assurance of higher education from the different regions of the continent
- ❑ The team was selected to represent both geographical and language diversity of the continent: Western, Eastern, Southern, Northern and Central Africa – English, French, Portuguese and Arabic.
- ❑ The group included one expert from the European Higher Education Area (EHEA) and the work of the group was coordinated by the European Association for Quality Assurance in Higher Education (ENQA) and the Association of African Universities (AAU).
- ❑ The Technical Working Group (TWG) has led this process between September 2016 and March 2018.
- ❑ The standards were discussed and deliberated during the face-to-face meetings
- ❑ Additional revisions and drafting was conducted in between the meetings, and a great deal of drafting was carried out by the Chair and individual group members in between meetings

The Consultation Process

- ❑ Between June and August 2017, an online consultation survey on draft 1 of the ASG-QA was disseminated to major stakeholders in Africa – HEIs, QAAs, student organizations and ministries and governing bodies of higher education in Africa – for their input and comments (*mainly through the dissemination channels of the AAU and the TWG*)
- ❑ The draft ASG-QA and the survey were available in English, French, Arabic and Portuguese.
- ❑ Responses from approximately 310 respondents were received from more than 40 countries.
- ❑ Feedback was also received from the AAU and the African Union Commission.
- ❑ Feedback was also solicited during the Vice Chancellors meeting in Ghana in June 2017 and in Ethiopia November 2017
- ❑ Overall, the feedback from the consultation provided the TWG with clear suggestions on how to improve the document and how to make sure the needs of different stakeholders would be best addressed.



Consultation ... Approval ... Awareness ...

- ❑ Alongside the consultation process, to raise awareness, the draft was presented at several international conferences such as the International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA) conferences in 2016 and 2017 and the AAU 50th Anniversary conference in June 2017.
- ❑ The draft was also discussed and feedback gathered at the Training Course module of the HAQAA Initiative that brought together quality assurance experts from across the continent.
- ❑ The Advisory Board of the HAQAA Initiative, involving representatives from different regions of the continent, provided its support and feedback throughout the process.



Final Political endorsement of the African Standard and Guidelines by the African Union in 2019
The document is now published and available in all four languages of the Continent

Activity

3



Select the correct answer (A,B or C)

Which of the Following Countries were members of the Technical working Group?

- A- Nigeria, Kenya, Mozambique, Morrocco, South Africa
- B- Kenya, Egypt, Mali, Mozambique, Namibia, Nigeria
- C- Mozambique, Nigeria, Egypt, Ghana, Kenya, Namibia

The Where ...

- Where were students mentioned in the standards
- How were national and regional standards Incorporated in the ASG-QA

ASG-QA Content: Part A - IQA

1. Vision, Mission and Strategic Objectives

The institution shall have 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.

2. Governance and Management

The institution shall have clearly stated governance and management structures. This will ensure sound and ethical governance and management, including robust QA practices that support the achievement of its mission and legal mandate

3. Human Resources

The institution shall have 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.

4. Financial Resource Management

The institution shall have adequate financial resources and prudent financial management that are aligned to its mission, objectives and mandate to ensure quality education.

5. Infrastructure and Facilities

The institution shall have adequate and appropriate infrastructure, facilities and resources to support teaching, learning and research.

ASG-QA Content: Part A - IQA

6. Student Recruitment, Admission, Certification and Support Services

*The institution shall have pre-defined, published and consistently applied policies and procedures that **ensure fair and equitable recruitment and admission, progression, certification and support services through all phases of the student's lifecycle, and in issues concerning students' future employability.** The institution shall have documented policies and strategies that promote **students' welfare and guidance in curricular, vocational and personal areas.***

- *The needs of **a diverse student population** (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards **student-centred learning and flexible modes of learning and teaching**, are taken into account when allocating, planning and **providing learning resources and student support.***
- ***Support services** may be organized in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit-for-purpose, accessible, and that students are informed about all available services*
- ***Students need guidance**, and appropriate provision is made to advise and assist them in curricular, vocational and personal domains.*
- *Adequate provision is made for information and **advice to potential students during the application and enrolment phases.***
- *The institution has **guidelines for the promotion of students' learning** by:*
 - a) Advising them on academic issues;*
 - b) Advising them on financial matters;*
 - c) Providing health and personal counselling services;*
 - d) Providing career guidance.*
- *The institution supports and develops appropriate strategies for the creation and functioning **of cultural, artistic and sports facilities and associations.***

ASG-QA Content: Part A - IQA

7. Design, Approval, Monitoring and Evaluation of Study Programmes

*The institution shall have policies and systems that ensure the design and development, monitoring and evaluation of quality, relevant study programs that are **learning outcomes-based and aligned with the needs of stakeholders**; and that contribute to the achievement of its mission, and are commensurate with national, regional and international standards.*

*In the case of ODL, the provider shall have in place mechanisms for pre-testing or piloting the learning materials to ensure that they are at the **learners' level and that the learners will be able to use them without difficulty**.*

8. Teaching, Learning and Assessment

*The institution shall put in place, in a way that is consistent with its vision and mission, policies and procedures that promote learning and acquisition of appropriate knowledge, competencies and skills; and assure fair and transparent assessment based on **student-centred assessment**. The assessment principles, standards and procedures are explicit and made available publicly to both students and staff.*

Guidelines: Teaching and learning is one of the core activities of a higher education institution, and it is important that the academic staff and facilitators ensure quality student experience to enable the students to acquire appropriate knowledge, competences and skills. The institution ensures that:

- a) The teaching, learning and assessment strategies are student-centred and flexible; motivate students' self-reflection and engagement in the learning process;*
- b) The environment and resources are appropriate and adequate to support each student;*
- c) There are systems in place for periodic monitoring, assessment and evaluation of the teaching and learning approaches for quality improvement;*
- d) There are mechanisms for students to provide feedback on their learning experience.*

ASG-QA Content: Part A - IQA

8. Teaching, Learning and Assessment (cont'd)

***Student assessment** is one of the most important elements of higher education because the outcomes of such assessment have a profound effect on students' progression and future careers. It is, therefore, important that assessment is carried out professionally at all times.*

- a) The assessment and procedures are published and consistently applied, and include:*
- b) Assessment standards are spelled out for each program and are competence or outcomes-based, where applicable;*
- c) Assessment is carried out by competent and impartial examiners;*
- d) Integrity of examinations and award of degrees are ensured to guard against examination malpractice;*
- e) There are regular **objective feedback to students** on their strengths and weaknesses, and appropriate counselling support for improvement;*
- f) There is a **disciplinary and appeals process for students** who may feel aggrieved; and*
- g) There is a **QA handbook, which is known to staff and students.***

9. Research and Innovation

The institution shall encourage, promote, and engage in innovative research consistent with its policies and strategic plans, and address national, regional, continental, and international needs. The institution shall encourage innovation in its teaching, learning and research.

The institution shall ensure that the management of postgraduate studies is conducted within an approved framework of institutional policies and plans that ensure quality ethical research.

ASG-QA Content: Part A - IQA

10. Community Engagement

The institution shall encourage engagement in community outreach programs as part of its social responsibility.

For the benefit of the students, institution, and society, the institution incorporates community engagement in its activities, with the objective of:

- a) Enriching scholarship, research, and creative activities;*
- b) Enhancing teaching and learning;*
- c) Facilitating preparation of **educated and engaged citizens**;*
- d) Strengthening democratic values and **civic responsibility in students**;*
- e) Addressing critical societal issues and contribute to public good.*

11. Information Management System

The institution shall ensure that it collects, analyses, and makes use of relevant information for the effective management of its programs of study and other activities. The following points are important to address:

- a) Key performance indicators;*
- b) Profile of student population** (including gender);*
- c) Learning resources and available student services;***
- d) Student progression, drop-out rates, and graduation rates;***
- e) Satisfaction of students and alumni with programs and teaching provided;***
- f) Career paths for students.***

ASG-QA Content: Part A - IQA

12. Public Communication

The institution shall publish information about its activities, including programs, in a clear, accurate and objective manner; and ensure that the information is up-to-date and accessible. The institution shall ensure that promotion of its programs is carried out in a fair and ethical manner, following acceptable best practices, and comply with all relevant legislation.

Information about the institution's activities is useful for prospective and current students, alumni and other stakeholders, and the public.

The information includes programs offered, selection criteria, expected learning outcomes, qualifications they award, teaching and learning procedures, graduation rates, learning opportunities, and information about the employment of its graduates.

13. Collaboration, Staff and Student Mobility

The institution shall have mechanisms that promote collaboration with other HEIs, professional bodies, research institutions and relevant social actors at national, regional, continental and international levels and to facilitate mobility of students and staff.

*The institution has policies that promote the **mobility of academic staff, researchers and students** in the program, internationally. The degree-awarding institution ensures appropriate and high-delivery of programs at the partner institution.*

Students in the ASG-QA

Standard 6: Student Recruitment, Admission, Certification and Support Services



Fair and equitable policies and procedures for admission, progression—
Promote students' welfare and guidance- diverse student population- student-centred learning and flexible modes of learning and teaching,
Student support Service are fit-for-purpose, accessible, students informed

Standard 7: Design, Approval, Monitoring and Evaluation of Study Programmes



Policies and systems that ensure the design and development, monitoring and evaluation of quality, relevant study programs that are learning outcomes-based and aligned with the needs of stakeholders

Standard 8: Teaching, Learning and Assessment



Promote learning and acquisition of appropriate knowledge, competencies and skills; and assure fair and transparent assessment based on student-centeredness. Assessment principles, standards procedures are explicit and are available publicly

Standard 10: Community Engagement



For the benefit of the students, institution, and society, the institution incorporates community engagement in its activities,

Standard 11: Information Management System



Profile of student population (including gender)

Standard 12: Public Communication



Information about the institution's activities is useful for prospective and current students, alumni and other stakeholders, and the public.

Standard 13: Collaboration, Staff and Student Mobility



The institution shall have mechanisms that promote collaboration with other HEIs, professional bodies, and to facilitate mobility of students and staff.

Students Role in the ASG-QA

Student-Centered approach to IQA

Students' role in quality assurance is to act as **active partners**, **informed participants**, and **responsible contributors** to the continuous improvement of teaching, learning, and the overall educational experience.

Active Participants in Learning and Feedback	Students are the primary stakeholders in the educational process. They provide continuous feedback on course & program evaluation: Course content and delivery- Teaching effectiveness- Learning resources and facilities- Assessment methods
Representatives in Quality Committees	Students often serve as members of quality assurance committees or councils at departmental, faculty, or institutional levels. This involvement ensures that students' perspectives are included in decision-making about: Program design and review- Teaching and learning policies - strategic planning
Contributors to Program and Curriculum Review	Students participate in curriculum review processes by sharing insights about: The relevance of courses to career goals and real-world needs - Workload balance and progression
Partners in Institutional Self-Evaluation and Accreditation	During self-assessment or external review, students may: Provide input on learning outcomes and campus life Participate in meetings with external evaluators Share honest experiences to reflect institutional performance Their contributions strengthen the institution's culture of quality and transparency.
Promoters of a Quality Culture	Students help foster a culture of quality by engaging in continuous improvement activities Supporting academic integrity and ethical conduct Participating in peer tutoring, mentoring, and learning enhancement initiatives

Relation with National and Regional Standards

- ❑ The ASG-QA are based on the existing standards and guidelines of higher education already in use in African countries and by regional quality assurance networks or associations such as:
 - Inter University Council of East Africa (IUCEA),
 - Southern African Development Community (SADC),
 - Southern African Regional University Association (SARUA) and
 - Conseil Africain et Malagache pour l'Enseignement Supérieur (CAMES).
 - Arab Network for Quality Assurance in Higher Education (ANQAHE),
- ❑ Additionally, the ASG-QA were benchmarked with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and other international standards and guidelines..
- ❑ The Advisory board consisted of members that represented a diverse body of expertise in HE and QA this included members from the European Union, Association of Arab Universities (AARU), Association of African Universities (AAU), the UNESCO and the like.
- ❑ This collaboration guaranteed that the ASG-QA reflected the nation and the regional standards that were known and used in the continent.
- ❑ It also guaranteed the buy-ins for the guidelines since they were contextualized

TO Conclude

What Happened since then ...

What Next

Challenges

- Resistance of national QAAs.
- Tension between the national, regional QAA frameworks.
- Some guidelines cannot be adapted in the African Context
- QAA are at different stages - timelines.
- Sensitisation of QAA and HEIs on ASG-QA .
- Implementation methodology.
- Linguistic dynamics.



The Process is ongoing ...

- Voluntary Agency Review Dec. 2018 (Egypt – Mozambique)
- HAQAA II – Initiative 2020-2022
 - Training activities (Ambassadors)
 - Task Force for the ASG-guidelines
 - The Pan African Quality Assurance and Accreditation Agency (PAQAA)
- Promoting the ASG-QA at the National level
- Development of the Continental QA Body (PAQAA)
- HAQAA 3 – Initiative
 - ACTS
 - Development of the Continental QA Body (PAQAA)



What next

- Raising Awareness of the importance of applying the ASG-QA in the continent
- Developing a deep understanding of the standards and guidelines
- Encouraging the implementation of ASG-QA in your own HEIs
- Embrace ASG-QA
- Becoming ASG-QA and PAQAF Ambassadors in the continent



“Quality Assurance is everyone’s responsibility”

“Together, we build a culture of trust and excellence”

“ Excellence is a journey — QA is our compass”

Everyone has a role ... become an ASG Quality Assurance Champion

THANK YOU!

Shoukran!

MERCI!

OBRIGADA!