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Dr Samuel Kifle (Ethiopian Government), Dr Yohannes Woldetensae (African Union) and Gary Quince (EU Ambassador to the African Union) - open the second general meeting of Tuning Africa.

One more step ahead for the second phase of Tuning Africa

Representatives of the 107 universities participating in the second phase of Tuning Africa gathered in the Ethiopian capital Addis Ababa between 29 February and 2 March for the project's second general meeting. They discussed progress and challenges, and planned the options for the remaining years of the project.

In his plenary opening speech, EU Ambassador to the African Union Gary Quince looked at the role Tuning Africa can play in the broader picture of Africa's rapid development.

"Your work will help to raise the level of cooperation in the framework of the provision of cross-border higher education and it will help the universities participating through their education offer, thereby providing our students with high quality education," Mr Quince said.

Dr Yohannes Woldetensae the representative of the African Union Commission,

underlined the role of the project in the larger framework of the African Union Commission's strategy for harmonisation of African higher education.

"It is important to note that the Tuning exercise provides peer-learning institutions and complements the African Union Harmonisation Strategy," Dr Yohannes Woldetensae said.

Preparing for implementation, the participants in the five subject area groups that participated in the first phase of Tuning Africa (agricultural sciences, civil engineering, mechanical engineering, medicine and teacher education) peer-reviewed each other's programmes. Procedures that could help to pave the road towards implementation, such as staff development requirements, were also discussed.

The new subject area groups (economics, geology and higher education management) looked at the result of surveys each had carried out on the required generic and subject-specific competences for their

fields of study. On the basis of that, they defined the typical Tuning meta-profiles that take in both of these arrays of competences.

Both original and new subject area groups had also allocated time to look at student workload and to discuss how students could be more deeply involved in the process of harmonisation of African higher education.

In these areas, they will work closely together with the Tuning Africa Policy Advisory Group, which continued its work on proposals for an African higher education credit transfer system. In the months ahead, the group will collect country reports on the current situation in each of the participating countries and review these so as to prepare for a proposal that can be suitable for the entire continent.

Tuning Africa is a joint project of the African Union and European Union. The meeting in Addis Ababa followed a first general meeting that was held in Cairo in October last year. The project's next General Meeting is scheduled for October 2016.

Processo de desenvolvimento de novos programas

O processo de elaboração do novo programa de mestrado iniciou com a apresentação do informe no Conselho de Directores da UEM e na Faculdade de Educação sobre as actividades do Tuning Africa II.

Num encontro com os directores adjuntos de graduação e pós-graduação, três docentes e chefe do Departamento de Psicologia decidiu-se pela elaboração do programa de mestrado em educação inclusiva tendo como base a experiência do Tuning Africa, documentos normativos da UEM e experiências de outros países. Uma carta de compromisso foi assinada pelo Magnífico Reitor e enviada para a Academia do Tuning Africa. Após isto, foi criada uma comissão multidisciplinar de sete docentes experientes em educação inclusiva, necessidades educativas especiais e ciências da educação.

Destes, cinco frequentam o curso on-line visando enriquecer o seu repertório sobre CBL e suprir algumas lacunas epistemológicas atinentes. Está prevista a realização do workshop para validação dos conteúdos seguido de apreciação e aprovação da proposta do currículo pelos órgãos colegiais da UEM e sua implementação no 1º semestre de 2017

Profesora Eugenia Flora Rosa (Universidade Eduardo Mondlane - Mozambique)



Professor Eugenia Flora Rosa, Universidade Eduardo Mondlane - Mozambique

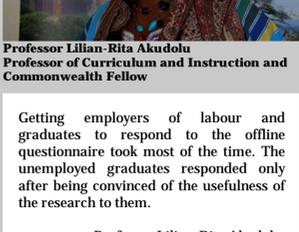
Calls for applications

- Intra-Africa Academic Mobility Scheme ([Read more](#))
- Erasmus+ ([Read more](#))
- AU 2016 Scholarship call for applicants with physical disabilities ([Read more](#))
- 2016 NWAG Scholarship In Nigeria ([Read more](#))
- Short-term visits Call for the 2016-2017 academic year. ([Read more](#))

Consultation process, higher education management (HEM)

At Nnamdi Azikiwe University Awka, Nigeria, the consultation on HEM was conducted by a five-member committee. Data was collected on generic and specific competences from undergraduates and academics from the faculties of arts, education, biosciences and social sciences. Ten undergraduates and ten academics were sampled from each faculty. Data was also collected from Anambra State Civil Service Secretariat, heads of ministries, departments and agencies representing employers of graduates of the institution as well as from a few of the graduates working in different parts of Nigeria.

The main problem encountered during the consultation was that only seven out of the 40 respondents agreed to fill out the questionnaire online while most of the other respondents complained of internet access challenges. Collecting and keying data from offline respondents was cumbersome.



Professor Lilian-Rita Akudolu, Professor of Curriculum and Instruction and Commonwealth Fellow

Getting employers of labour and graduates to respond to the offline questionnaire took most of the time. The unemployed graduates responded only after being convinced of the usefulness of the research to them.

Professor Lilian-Rita Akudolu
Professor of Curriculum Studies and Commonwealth Fellow,
Nnamdi Azikiwe University
Awka, Nigeria

Consultation, Applied Geology

The consultations were made to get responses from four clusters: Academics, Employers, Students and Graduates. This was necessary for Tuning Africa Phase II Program to evaluate generic competences and subject specific competences in Applied Geology. Although many Universities from Africa have well established curriculums in Applied Geology, this exercise will definitely help improve the performance of the institutions concerned in the field. For example, the department of Geology and Mining of the University of Juba in South Sudan was established since 1983. However, this was the first consultation so far to look into how the department is performing to reach the expected competences.

We are doing it for Africa

What was more encouraging was the readiness and motivation of the participating groups. They managed to use printed questionnaires which were then filled manually online because of the Internet problem in most of the participating Countries.

Final Meeting of the Tuning Middle East and North Africa project (T-MEDA)

The fifth meeting of the Tuning Middle East and North Africa (T-MEDA) project will be organised at the Tuning Academy from 22 to 27 May 2016 in Bilbao

The T-MEDA project is aimed at applying the Tuning methodology and developing Tuning Reference Points in Architecture, Law, Nursing, and Tourism.

The meeting will be dedicated to the discussion of the project's results and its impact. Participants are **academic and management staff** of the T-MEDA project (from eight EU and 25 partner country institutions), **researchers and practitioners, decision-makers and policy-makers** in the area of higher education.

Processus de sondage, sciences économiques

Après l'entretien très instructif que nous avons eu avec certains chefs d'entreprise, nous avons pu conclure nos entretiens autour de quatre points:

- 1- l'employeur aspire toujours d'avoir affaire à des employés compétents et sur le plan théorique (programme d'étude universitaire adapté au besoin de l'entreprise), et sur le plan pratique (maîtrise des logiciels etc...).
- 2- l'entretien révèle que l'employé accorde plus d'importance à la rémunération qu'aux postes de responsabilité.
- 3- l'employé opte pour le travail individuel et préfère ne pas s'intégrer dans le travail d'équipe.
- 4- les difficultés enregistrées dans les rapports employeur/employé du essentiellement aux langues dans lesquelles les deux parties ont été formées (francophone/arabophone).

The competence that African employers appreciate most: conceptual thinking, analysis and synthesis

Tuning Africa survey results show that african employers consider 'Capacity for conceptual thinking, analysis and synthesis' the most relevant generic competence, and 'Commitment to preserve and add value to Africa's identities, diversity and cultural heritage' as the least important one.

Tuning Africa collects data from key stakeholders, students, academics, graduates and employers on how they rate the competences of graduates and which competences they would prioritise.

This graph shows responses from employers on generic competences. The highest rated generic competence is 'Capacity for conceptual thinking, analysis and synthesis'. It is followed by 'Ability to translate knowledge into practice'. The lowest rated generic competence is 'Ability to work in an intra- and intercultural and/or international context', followed by 'Commitment to preserve and add value to Africa's identities, diversity and cultural heritage'



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Tasks to be done by the groups

New groups

Task 1 (group) – Elaboration of final version of **Meta-profile** - **The deadline is 30th March 2016** ([read more](#))

Task 2 (individual) - Bridging between **Meta-profile and reality** - **The deadline is 30th August 2016**. ([read more](#))

Task 3 (individual) – Measure Student Workload. ([read more](#))

Why an African Credit System?

It is difficult to envisage how the goals of the African Strategy for Harmonisation and the Arusha Convention to foster "higher Education cooperation, the recognition of qualifications across borders, student and staff mobility, African competitiveness and the employability of African graduates", can be realised without an African Credit and Accumulation and Transfer System. It would provide an African academic currency to facilitate these objectives, establishing a transparent, flexible basis for curriculum development and recognition based on learning outcomes, assessment and the associated learner workload. Learner-centred, outcomes-focused credits are inextricably linked with competences for employability. Credits work for all levels and types of learning – all ages – all settings. They facilitate choice in the pace, place, mode of learning, multi and interdisciplinary programmes and hence address the current African agenda for higher education. A mutually agreed credit system, correctly understood and implemented is becoming an urgent priority to contribute to harmonisation.

John Reilly
February 2016

Old groups

Task 1 (group) – Final Peer Review REPORT on EACH **March 2016**. (**The deadline is 30th March 2016**). ([read more](#))

Task 2 (individual) - NEW VERSION of the Programme (including suggestions and remarks received from the Peer Review Report) - **The deadline is 30th August 2016**. ([read more](#))

Task 3 (individual) – Measure Student Workload. ([read more](#))

Tuning Africa phase II - Second General Meeting - Addis Ababa, 29 Feb to 2 March 2016

