

Joint Africa-EU Strategy Tuning Seminars

First General Meeting

Tuning Africa Feasibility Study

General Conclusions

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The Questions

Tuning Higher Education in Africa

- Will it be relevant?
- Will it be appropriate?
- Will it be timely?
- Will it be feasible?

The Response

Tuning HE in Africa is relevant.

- Tuning as a methodology
 - Addresses core challenges of academic staff (e.g. curriculum development)
 - Supports and complements the objectives of the Harmonization Strategy for Africa
 - Helps in sharpening/revising degree profiles, defining subject specific and generic competences of graduates improving employability, promoting the quality of teaching, learning and assessment

The Response

Tuning HE in Africa is appropriate.

- It is in concert with existing initiatives at national and regional levels
- It is based on a bottom-up approach driven by academics
- It strengthens the ownership of the process by academics
- It contributes to capacity building in HEIs

The Response

Tuning HE in Africa is feasible.

- It fosters staff collaboration on targeted curriculum and learning-related tasks
- It promotes exchanging good practices with peers across borders in seeking appropriate solutions to local needs
- It strengthens team work and mutual understanding and produces excellent results
- It helps to tackle identified challenges and fosters the commitment of African colleagues

The Response

Tuning HE in Africa is timely.

- Rapid expansion and huge growth in student numbers
- Increasing need for quality assurance
- Desire for greater intra-African collaboration and mobility
- Need to improve the relevance of curricula
- Need to enhance the employability of graduates
- Need for capacity building in curriculum design and reform

The Response

- Tuning HE in Africa will capitalize on already existing realities for success:
 - Strong commitment to introduce and implement reform, change and revision
 - Openness for collaboration
 - Active student associations, student involvement
 - Champions for change in African higher education
 - Considerable experience in cooperation

Strategic Implications of Tuning HE in Africa

- It fosters a genuine international approach in revitalizing curricula
- It supports the reformulation/implementation of the Arusha Convention on mutual recognition of qualifications
- It enhances student mobility between the African countries and HEIs (Nyerere Programme)
- It supports the Pan-African University in the development of Masters, Doctoral and Postdoctoral Studies
- Bridging gaps between disparate educational systems

Strategic Implications of Tuning HE in Africa

- Providing a thorough understanding of curricula at subject level
- Engaging stakeholders in developing relevant study programs
- Fostering the understanding of credits points in curriculum development
- Involving in-depth reflection on methods of teaching, learning and assessment as well as effective quality management
- Fostering a joint bottom-up dialogue on curriculum development and on the formulation of common points of references
- Pioneers the introduction of Tuning in Distance Education

Conclusions

- Tuning is consistent and coherent with
 - The overarching policy framework of the AU Harmonization Strategy
 - Existing regional initiatives in Quality Assurance, Standard Setting and Recognition (e.g. NQFs, RQFs, Arusha Convention)
 - The objective of improving the relevance of HE programs
 - The objective of improving the employability of graduates

Conclusions

- Tuning HE in Africa
 - provides a platform for dialogue and encourages regional, inter-regional and inter-continental networks of institutions and academics
 - It adds value to core tasks of higher education institutions and contributes to capacity building (e.g. curriculum development, quality assurance)