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1. Agenda

1.1. General Agenda

TUNING AFRICA PHASE II
Agenda for the First General Meeting
12 to 14 October 2015
Cairo, Egypt

Accommodation

Radisson Blu Hotel
Abdel Hamid Badawy St, 114
Rawda Al Sheraton
Heliopolis – Cairo
Egypt
<https://www.radissonblu.com/en/hotel-cairoheliopolis>

Sunday 11 October 2015

Arrival of the participants in Tuning Africa II

20.30 Dinner: Radisson Blu Hotel

Monday 12 October 2015

Radisson Blu Hotel
Abdel Hamid Badawy St, 114
Rawda Al Sheraton
Heliopolis – Cairo
Egypt
<https://www.radissonblu.com/en/hotel-cairoheliopolis>

Morning Session

PLENARY

8.00 – 8.30 Registration

8.30 – 9.00 Official Opening and welcome
Dr. Yohannes Woldentensae, African Union Commission
Diego Escalona Paturel , EU Delegation Egypt
H. E. Prof. Ashraf Hatem, Secretary General, Supreme Council of Universities

Chair: Ahmed ElGohary, President at Egypt-Japan University for Science and Technology (E-JUST)

9.00 – 9.30

Harmonization Strategies in African Higher Education: Tuning and its potential in Africa

Summary of Tuning Africa I results

Yohannes Woldentensae, African Union Commission

Claire Herrmann, European Commission

Etienne Ehile, Secretary General, Association of African Universities

Ahmed ElGohary, President at Egypt-Japan University for Science and Technology (E-JUST)

Chair: Damtew Teferra Professor of higher education and leader of Higher Education Training and Development at the University of Kwazulu-Natal, Durban, South Africa

9.30 – 10.00

Update on Tuning and associated development in various different contexts

Julia González, General co-coordinator of Tuning

Robert Wagenaar, Director of Tuning Academy – University of Groningen

Chair: Damtew Teferra Professor of higher education and leader of Higher Education Training and Development at the University of Kwazulu-Natal, Durban, South Africa

10.00 – 10.30

Presentation of Tuning Africa II project (2015-2018)

Objectives, expected outcomes and main activities

Pablo Beneitone, Director Tuning Academy - University of Deusto

María Ortiz Coronado, Tuning Africa project manager – University of Deusto

Chair: Charles Awono Onana, Director at the École Nationale Supérieure Polytechnique

10.30 – 11.00

Coffee Break

1.2. Agenda for the 5 Working Groups set up in Tuning Africa I (Agricultural Sciences, Civil Engineering, Mechanical Engineering, Medicine and Teacher Education)

Monday 12 October 2015

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Egypt

Morning Session

AFTER PLENARY

11.00 – 13.00 Presentation by the members of each working group, based on

- institutional progress with respect to the adoption of the competence-based focus in new degrees linked to these areas and/or reforms to existing degree programmes.
- national perspectives on the process.

Identification of a coordinator for each subject area.

13.00 – 14.30 Lunch: Radisson Blu Hotel

Afternoon Session

14.30 – 16.00 Review the meta-profile agreed in the previous phase.
Agreements and consensus.

16.00 – 16.30 Coffee Break

16.30 – 18.00 Each partner must define the programme (new or re-designed) on which will work on during the next years (institutional or joint/double degree).
Designing a Programme:

- Description of the profile in accordance with the Meta-Profile of the subject area

20.00 Dinner: Radisson Blu Hotel

Tuesday 13 October 2015

Radisson Blu Hotel
Abdel Hamid Badawy St, 114
Egypt

09.00 – 10.30	<p>Designing a Programme:</p> <ul style="list-style-type: none"> – Identification of the potential fields / sectors where graduates may find employment – Identification of the Key Programme Competences in a detailed form (in accordance with the Meta-Profile of the subject area) – Definition of the level of the Key Programme Competences included
10.30 – 11.00	Coffee Break
11.00 – 13.00	<p>Designing a Programme:</p> <ul style="list-style-type: none"> – Specification of the mission of the university where the programme is anchored. (In the case of a joint programme, universities. – Definition of the length. – Agreements and consensus.
13.00 – 14.30	Lunch: Radisson Blu Hotel
14.30 – 16.00	<p>Designing a Programme:</p> <ul style="list-style-type: none"> – Description of the programme and the module/course/units
16.00 – 16.30	Coffee Break
16.30 – 18.00	Preparation of a first draft of institutional and joint/double programmes, to be worked on further in the future, and identification of the essential elements required to continue.
20.00	Dinner: Radisson Blu Hotel

Wednesday 14 October 2015

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 Egypt

PLENARY SESSION

9.00 – 10.30	<p>Presentation of the agreements and consensus reached in the 8 working groups and the meeting of the Tuning Africa Project Advisory Group (TAPAG)</p> <p>Chair: Charles Awono Onana, Director at the École Nationale Supérieure Polytechnique</p>
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- 10.30 – 11.00** Coffee Break
- 11.00 – 12.00** Practical aspects and running of the project.
Tasks planned for time until Second General Meeting (April 2016)
Julia González, Pablo Beneitone and María Ortiz-Coronado – Tuning Academy – University of Deusto
- 12.00 – 12.30** Closing of First General meeting.
Ahmed ElGohary, President at Egypt-Japan University for Science and Technology (E-JUST)
Yohannes Woldentensae, African Union Commission
- 12.30** Lunch: Radisson Blu Hotel
- Free afternoon*
- 20.00** Dinner: Radisson Blu Hotel

Thursday 15 October 2015

Departure

1.3. Agenda for the 3 NEW Working Groups (Economics, Geology and Higher Education Management)

Monday 12 October 2015

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Egypt

Morning Session

AFTER GENERAL PLENARY

Plenary session for the representatives of the Tuning Africa Project Advisory Group (TAPAG) and the members of the 3 new Working Groups only

- | | |
|----------------------|---|
| 11.00 – 11.30 | General presentation of the Tuning methodology
Julia González |
| 11.30 – 12.00 | Presentation of the concept of competences. Generic and subject specific competences in different contexts
Pablo Beneitone |
| 12.00 – 12.30 | Main tasks to be done by the new Subject Area Groups
María Ortiz-Coronado |
| 12.30 – 13.00 | Open debate .Questions. |
| 13.00 – 14.30 | Lunch: Radisson Blu Hotel |

Afternoon Session

Work within the group

- | | |
|----------------------|---|
| 14.30 – 16.00 | Presentation by the members of each working group based around: <ul style="list-style-type: none"> – Which degrees are there in your subject area? – What professions/careers do these degrees lead onto? – Is there a typical curriculum of the subject area? What is it? 5 minutes max. for the presentation by each group member. |
| 16.00 – 16.30 | Coffee Break |
| 16.30 – 18.00 | Discussion related to drawing up a draft list of subject-specific competences for each area.
Identification of a coordinator for each subject area. |
| 20.00 | Dinner: Radisson Blu Hotel |

Tuesday 13 October 2015

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- 09.00 – 10.30** A list of subject-specific competences for each area. Agreements and consensus.
- What is shared?
 - What is different?
 - Which competences are considered essential for the subject area?
 - Is there a core component? What are the optional components? What is the basic syllabus?
- 10.30 – 11.00** Coffee Break
- 11.00 – 13.00** Preparation of a draft list of Specific Competences for each subject area.
- 13.00 – 14.30** Lunch: Radisson Blu Hotel
- 14.30 – 16.00** Contributions and suggestions concerning the list of 18 generic competences for Africa (2011)
Debate on the consultation process related to the generic and subject-specific competences:
- Who should be consulted? How many? In what format?
 - Importance? Achievement?
- 16.00 – 16.30** Coffee Break
- 16.30 – 18.00** Summary of the outcomes achieved in the working group
- Definitive list of subject specific competences in Africa
 - Consultation format
 - Timetable
- 20.00** Dinner: Radisson Blu Hotel

Wednesday 14 October 2015

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Egypt

PLENARY SESSION

9.00 – 10.30 Presentation of the agreements and consensus reached in the 8 working groups and the meeting of the Tuning Africa Project Advisory Group (TAPAG)

Chair: Charles Awono Onana, Director at the École Nationale Supérieure Polytechnique

10.30 – 11.00 Coffee Break

11.00 – 12.00 Practical aspects and running of the project.
Tasks planned for time until Second General Meeting (April 2016)
Julia González, Pablo Beneitone and María Ortiz-Coronado – Tuning Academy – University of Deusto

12.00 – 12.30 Closing of First General meeting.
Ahmed ElGohary, President at Egypt-Japan University for Science and Technology (E-JUST)
Yohannes Woldentensae, African Union Commission

12.30 Lunch: Radisson Blu Hotel

Free afternoon

20.00 Dinner: Radisson Blu Hotel

Thursday 15 October 2015

Departure

1.4. Agenda for the Tuning Africa Project Advisory Group (TAPAG)

Monday 12 October 2015

Radisson Blu Hotel
Abdel Hamid Badawy St, 114
Egypt

Morning Session

AFTER GENERAL PLENARY

Plenary session for the representatives of the Tuning Africa Project Advisory Group (TAPAG) and the members of the 3 new Working Groups only

- | | |
|----------------------|---|
| 11.00 – 11.30 | General presentation of the Tuning methodology
Julia González |
| 11.30 – 12.00 | Presentation of the concept of competences. Generic and subject specific competences in different contexts
Pablo Beneitone |
| 12.00 – 12.30 | Main tasks to be done by the new Subject Area Groups
María Ortiz-Coronado |
| 12.30 – 13.00 | Open debate .Questions. |
| 13.00 – 14.30 | Lunch: Radisson Blu Hotel |

Afternoon Session

Work within the group

- | | |
|----------------------|--|
| 14.30 – 16.00 | Debate on the expected outcomes of the project and the contribution of the TAPAG to the achievement of each of them.
Presentation of progress made in the project in each of the countries over the last years.
impact and areas to be strengthened in the future. |
| 16.00 – 16.30 | Coffee Break |
| 16.30 – 18.00 | Continuation of the discussion. |
| 20.00 | Dinner: Radisson Blu Hotel |

Tuesday 13 October 2015

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- | | |
|----------------------|--|
| 09.00 – 10.30 | <i>Educational policy guidelines for the establishment of a system of academic credits for Africa:</i>
Review of the state of the art in relation to credits across countries in the region. |
| 10.30 – 11.00 | Coffee Break |
| 11.00 – 13.00 | Continuation of the discussion |
| 13.00 – 14.30 | Lunch: Radisson Blu Hotel |
| 14.30 – 16.00 | <i>Educational policy guidelines for the establishment of a system of academic credits for Africa:</i>
Agreements and consensus on the definition and allocation of credits in a future Credit System for Africa |
| 16.00 – 16.30 | Coffee Break |
| 16.30 – 18.00 | <i>Educational policy guidelines for the establishment of a system of academic credits for Africa:</i>
Strategies to be implemented in order to define a Credit System for Africa
Factors to take the debate forward.
Proposed work schedule. |
| 20.00 | Dinner: Radisson Blu Hotel |

Wednesday 14 October 2015

Radisson Blu Hotel
Abdel Hamid Badawy St, 114
Egypt

PLENARY SESSION

- 9.00 – 10.30** Presentation of the agreements and consensus reached in the 8 working groups and the meeting of the Tuning Africa Project Advisory Group (TAPAG)
- Chair: Charles Awono Onana, Director at the École Nationale Supérieure Polytechnique
- 10.30 – 11.00** Coffee Break
- 11.00 – 12.00** Practical aspects and running of the project.
Tasks planned for time until Second General Meeting (April 2016)
Julia González, Pablo Beneitone and María Ortiz-Coronado – Tuning Academy – University of Deusto
- 12.00 – 12.30** Closing of First General meeting.
Ahmed ElGohary, President at Egypt-Japan University for Science and Technology (E-JUST)
Yohannes Woldentensae, African Union Commission
- 12.30** Lunch: Radisson Blu Hotel
- Free afternoon*
- 20.00** Dinner: Radisson Blu Hotel

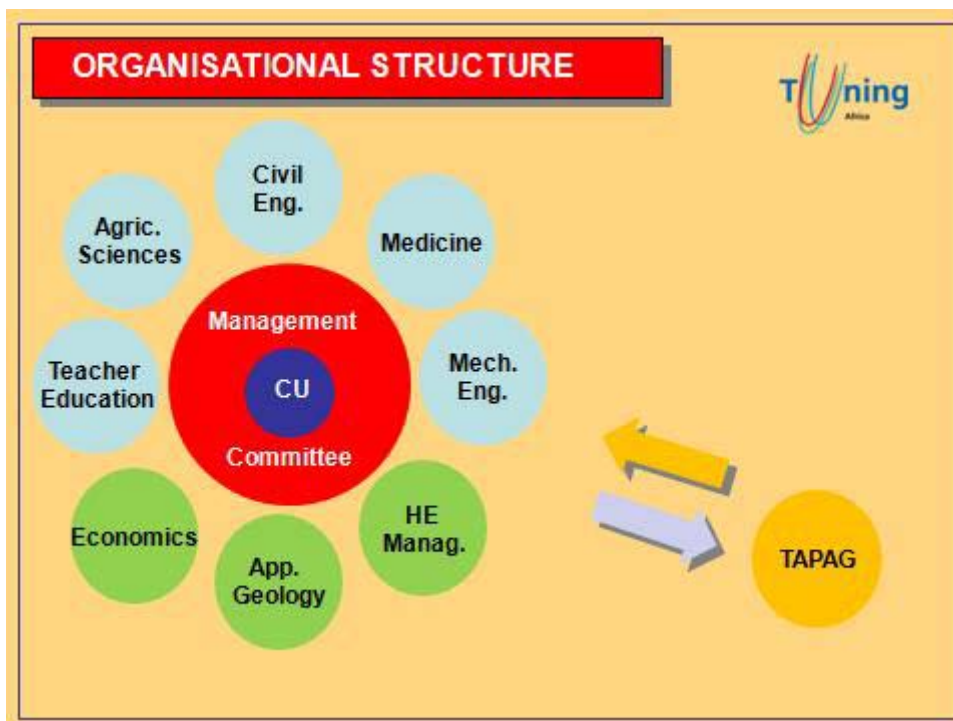
Thursday 15 October 2015

Departure

2. Organisational Structure

Based on the previous experience and in order to address some of the challenges posed by the diversity and complexity of the system, Tuning Africa II would benefit from having a tiered structure with clear roles and responsibilities. The project is thus based on the following organisational structure:

- Management Committee (MC)
- 8 Subject Area Working groups (SAGs)
- Tuning Africa Project Advisory Group (TAPAG)
- Coordination Unit (CU)



2.1 Management Committee

The Management Committee (MC) is composed of the 8 coordinators of the SAGs and 10 Tuning African and European Experts. The function of this group is to fine-tune the processes of the work, to monitor the activities and results achieved and prepare and receive reports with the Tuning Africa Project Advisory Group (TAPAG).

The 8 SAGs coordinators are individually responsible for coordinating the work of their group; advising on matters relating to implementation of Tuning in different contexts; and monitoring and assuring the cohesion of activity in their group with respect to the project as a whole.

The Tuning experts are spread as well as possible over the African and European countries and belong to different sectors in Higher education. The 10 experts will contribute to the achievement of the outcomes and products of the project. All persons involved and responsible

for running the project have long standing experience in transnational higher education. Many have played leading roles in Tuning Projects. These persons belong to the most active and experienced group of European and national experts. Many act as adviser for their sector, higher education institutions and national and European authorities and are also ECTS and DS coordinator/expert and counsellor for their country.

Management Committee

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2.2 Participants by Subject Area

Tuning is well known as a network of interconnected communities of academics who reflect, debate and elaborate instruments and share the results. They are academic experts, gathered around a discipline or theme in the conscious context of building mutual trust and confidence. They work in international, intercultural groups, communicating deep respect for the autonomy of co-participants at the institutional, country and regional level and generously sharing knowledge and experiences. They work in an organised system according to regional needs, remaining focused on accountability and goal-centeredness by articulating and evaluating clear aims, objectives and outcomes at every step of the process.

In turn, these representatives seek engagement and commitment from both their respective institutions and from individual persons. The setting assumes its participation in meetings at which they work to advance the mutually defined and mutually shared tasks with a schedule that maintains the momentum of timely progress toward goals but also arranges the time so that all participants are able to contribute. They are also required to have the capacity to listen and to share, of being prepared to take part in a joint building project.

For Tuning, the academic discipline is the backbone of the debates that occur in these group meetings. Every group is led by a coordinator, who is selected by the group and who, as a consequence, becomes part of the Management Committee (MC).

Currently, **123 academics from 109 African universities** are participating in **8 working groups** based around different disciplines (**Agricultural Sciences, Applied Geology, Civil Engineering, Economics, High Education Management, Mechanical Engineering, Medicine and Teacher Education**). The universities selected are centres of national excellence in the disciplines they represent and have demonstrated an ability to engage in dialogue with other institutions that work in the same knowledge areas. They have a significant presence in the system (size of the institution, track record, credibility and academic authority) such that a considerable part of the system is represented by their participation. Group sizes of around 15 to 18 are optimum, each member representing a university.

Each SAG normally has an experienced Tuning consultant supporting their work, acting as an information source etc. There is also a SAG coordinator drawn from the participants. The Tuning consultant works closely with the coordinator in, for example, preparing the final publication of the work achieved, but the role is always advisory.

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2. 3 Participants at Tuning Africa Project Advisory Group (TAPAG)

The typical work in the vast majority of Tuning projects is undertaken by teams of working academics, based on subject areas or disciplines, drawn from a representative sample of universities in the participating country (ies). In some contexts, for example in Latin America, there are policy support groups formed from representatives of government and others, who consider how to resolve and implement strategic issues that cannot be resolved by academics alone. The two groups follow parallel paths, although their remit is different; this parallel working has proved to be valuable in providing a forum of communication between different levels of stakeholders in higher education, facilitating greater understanding on both sides.

For that reason, Tuning Africa II proposes an innovation, including a Tuning Africa Project Advisory Group (TAPAG) in the organisational structure. One of the lessons learned in the pilot phase was the importance to involve national authorities, through the ministers in charge of higher education in the African countries. This is also related to the need for a policy statement for the states to implement specific local initiatives and projects and to support the implementation of this methodology.

There is a very high capacity for input into the project from the contribution of some regional and national bodies. These central bodies are able to create the environment for integrating the project into their policies making its development a significant plus for the regional and national development of Higher Education. TAPAG might be a bridge between the institutional members of the project and regional stakeholders.

The role of **TAPAG** members in Tuning Africa II project will be focused on **two main tasks**:

- 1) Provision of information. Firstly, each TAPAG member should be able to provide information to the project on regional and national policy debates and educational developments. At this point it will be important to exchange guidelines on relevant political and professional processes at HE level related to Tuning. Secondly, and in the inverse way, it would be important that each TAPAG member will be able to disseminate the outcomes of the project among its internal environment, for promoting some synergy with the regional and/or national policies.
- 2) Elaboration of a Credit System proposal for Africa. This is one of the main objectives of Tuning Africa II, jointly developed with the 109 African Universities (123 partners). In this sense, TAPAG will contribute to:
 - Examine the state of the art with regard to the use of credits in 54 African countries (regional, national and institutional policies).
 - Analyse other initiatives in other regions (Europe, Latin America, Asia).
 - Reflect on the relevance of a credit system in Africa.
 - Define the main actions to define a common credit system for Africa.
 - Evaluate the difficulties for implementation in the region/countries/institutions.
 - Draft a proposal to be discussed among all partners.

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2.4. Coordination Unit

The Coordination Unit is responsible for the general coordination of activities and leading of the project, planning and scheduling meetings, managing the budget and preparing interim and final reports. The Coordination Unit is composed of two teams: the Management team, and the Exploitation, Communication and Dissemination team.

The Management team is composed of Pablo Beneitone, coordinator of Tuning Africa II project, María Ortiz-Coronado, project manager, Maida Marty, financial manager and Sara Goitia, project assistant. This team has been responsible for running Tuning projects in different regions of the world. The team has extensive experience in project management, including overseeing project delivery, quality control of delivered service, client orientation and conflict resolution experience. Besides that, the Exploitation, Communication and Dissemination team will be integrated by Ard Jongsma and Omer Boladji. Both with proven experience of managing and maintaining websites and open discussion platforms, outreach activities, specialised articles and more general press. The main task of the team will be the elaboration of a specific Communication and Visibility Plan for Tuning Africa II.

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3. Summary of Tuning Africa II project

3.1 Background and context

African systems of higher education are diverse, based on various historical legacies. As a result, there is limited mutual recognition of university degrees among African Universities and member states, which reduces African academic integration. The African Union Commission (AUC) therefore developed the African Union Harmonisation Strategy for Higher Education, under the Plan of Action for the Second Decade of Education for Africa, expressing the collective desire by member states to work towards facilitating mutual recognition of academic qualifications and enhancing intra-African academic mobility. Harmonisation is therefore an instrument for enabling African higher education to contribute to and be aligned with the African vision of integration.

The implementation of the Harmonisation Strategy is supported by the Revised Arusha Convention; and it involves, among others, designing common curriculum development frameworks to enable comparability and equivalence of learning outcomes in African universities. It is in this context that the project on African Higher Education Harmonisation and Tuning was agreed upon as a worthy initiative of the Joint Africa-European Union Strategy (JAES) under the Migration, Mobility and Employment (MME) Partnership.

From 2011 a **Tuning pilot project** was implemented in Africa. The project uses the Tuning methodology that has been previously successfully implemented in Europe, Latin America and Russia. The Tuning process provides opportunity for peer-learning among the participating institutions as they develop curricula profiles in response to determined or expected outcomes and competences for the selected subject areas. It also helps to share experiences in the determination of credit loads, learning outcomes and quality in higher education. This pilot project was led by **60 universities** representing the five sub-regions of Africa, with their great linguistic (French, English, Arabic and Portuguese) and cultural diversity, focused on **5 subject area groups**: Medicine, Teacher Education, Agriculture, Mechanical Engineering, and Civil Engineering. This pilot phase was an initiative funded by the Commission of the European Union, sponsored by the African Union Commission and coordinated by the **University of Deusto**. During the project, the group met in four different countries: Yaoundé (January 2012), Cape Town (May 2012), Brussels (November 2012) and Nairobi (January 2013).

The pilot project of Tuning and Harmonisation Africa finished in 2013 and it was undoubtedly a success. It paved the way for major improvements on issues that seem dauntingly complex for the establishment of a higher education area in Africa. The aim of the project was to build the capacity of universities to develop curricula, tailored to the needs expressed by society in relation to a particular job.

The strength of the Tuning and Harmonisation Africa lies precisely in its ability to achieve consensus. By gathering at the same table specialists from different countries who are working in the same field, it has been relatively easy to reach an agreement if the purpose of the thorny issue of harmonisation is not phrased in terms of determining who is "better" than the others but

rather to know what competences are expected of a student who has received training in a specific area.

3.2 Quality and relevance of the project

Tuning Africa II will draw on a very strong basis covering all the necessary elements for achieving the results and rests in **three critical strengths**:

- **Clear knowledge** of the Tuning Methodology and how to implement it in different contexts in connection with the development of the countries and the regional priorities.
- **Capacity to understand and take part in processes of ownership** of the varieties of the higher educational systems in different parts of the world and specifically in Africa and their potential as well as their difficulties.
- **Well tested experience** in management of international projects, some of them of a very related nature to the work that the action requires.

The **University of Deusto** has an unquestionable knowledge of the Tuning Project and the ways to develop it in different regional and field contexts. Since 2010, The **Tuning Academy** has concentrated all the initiatives related to Tuning in a new structure. Together with the **University of Groningen**, also represented in this proposal, coordinated and led the development of Tuning Europe (I, II, III and IV), Tempus Tuning Russia, Tempus Tuning Ukraine / Balkan, Tempus Tuning Georgia and Tempus Tuning MEDA. It has also coordinated Tuning Latin America I and II, through two ALFA projects, including more than 230 universities from 18 LA countries and representatives of ministries and conference of rectors of these 18 countries. The Tuning Academy also coordinated Feasibility Study for Africa and India, and the pilot project developed in Africa.

The **general objective** of the project is *to contribute and support the harmonisation of higher education programmes and the creation of a revitalised, distinctive, attractive and globally competitive African higher education space, through an enhanced intra-African collaboration.*

Tuning can address to these general objectives, in particular:

- The provision of a platform for dialogue and action and promoting active engagement of academics and developing mutual trust, respect and growth.
- The support of harmonisation providing methods and concrete ways of developing and implementing the aims and reinforcing the efforts both at the regional level and its coming together into the continental process.
- The development of transparency into the Higher Education system and thus allowing comparability between degrees from the different African Educational systems facilitating mobility of students at all levels, and staff among the African Higher Education Institutions, facilitating a process of cooperation and joint purpose.
- The provision of relevant networks of universities able to back higher education developments in Africa and to bring their presence and contribution internationally.

- A truly African-driven process, directed and lead by the African academics, which works in support of the internal developments and ensures that Higher Education Institutions become a strong and dynamic force both in the continent and international arena.

The **specific objective** of this project will relate to *Scale up the Harmonisation and Tuning pilot initiative which took place over the period 2011-2013 from 60 to 120 universities and from 5 to a minimum of 7 subject areas by establishing new degree programmes, teaching, learning and assessment methods and defining joint agreements in subject areas.*

Tuning Africa pilot Project (2011 – 2013) followed the first steps to the design of degree profiles, defining and consulting generic and subject-specific competences. This essential point is now mastered and accepted as foundational. What is still not fully mastered is the construction of meta-profiles and their use in building a curriculum. This point is crucial because competence-focused curriculum is inevitably the real engine for the harmonisation of curricula, which is the ultimate goal. The next steps will deal with this issue from all angles and lead to case studies on the production of curricula from these meta-profiles. The new phase must **complete the process of design**, taking into consideration the agreements achieved in the pilot project.

Besides, it is necessary to focus on the issue of **implementation**. It is certain that the pilot phase has revealed a relatively large number of participants who can now spread the Tuning Africa methodology. But these stakeholders, once in their universities, have to deal with many daily tasks that will compete for time with the demanding task of publicizing Tuning Africa. The challenge for this new phase is how to implement the project at the level of the universities.

Furthermore, this new phase will **increase the participation** of African countries and universities in order to broaden the scope of the discussion and the potential results to be developed. One of the first activities in the project was related to the definition of guidelines for the selection of universities. Between 15 and 18 universities should be involved in each subject area. Universities have been selected by evidence given in some of the following criteria:

- Demonstrate national excellence in the subject area (innovation, teaching and learning, employability, connection between research/teaching/industry).
- Participation in collaborative networking, showing a capacity for dialogue with other institutions working on the same subject area.
- Given evidence of willingness and potential to contribute to foster development in higher education in their country/region.
- Commitment to implement the outcomes of the project in their field and extend to other subject areas.
- If the University has experience in distance learning, it will be necessary to give examples, particularly if it refers to the area they apply for.
- The group of universities selected should be as representative as possible showing country and regional balance as well as a representation of different type of institutions (including disadvantaged universities).

3.3 Main results and activities expected

Tuning Africa II will develop **3 strategic lines** in the next phase (2015 – 2018):

- **Line 1: Design**
- **Line 2: Implementation**
- **Line 3: Student workload and credits**

Line 1: Design

Tuning began its work on a consistent system of designing degrees. The degrees would be competence-based and have student outcomes as the central focus. The **degree profile** holds a central position in Tuning methodology. Its satisfactory development is determined in relation to its manifest social relevance, to the quality of the entire degree and to recognition by other participant groups. The profiles guide the rest of the processes. They lead the entire degree and heavily influence all other aspects of the degree. Degree profiles were always clearly identified with the block of **competences** that must be developed to receive the degree. It is clear that a degree profile describes the specific characteristics of a qualification in terms of learning outcomes and competences. A degree profile describes in clear, understandable language what a learner should be expected to know, understand and do at the end of his/her learning experience.

From the Tuning perspective there are two steps to be followed in order to define a degree profile:

- Step 1: Broad **consultation process**, trying to identify the needs of the region (from the local to the more international context).
- Step 2: Elaboration of the **meta-profile** of the subject area.

Step 1: Consultation process.

The issue of social relevance is paramount for designing degree profiles. Without a doubt, the analysis of the relationship between university and society is at the core of the theme of relevance in higher education. Social relevance in a degree profile, however, can take different forms such as being readable and understandable so that both students and employers can comprehend the essence of the training offered. It can also mean accountability and transparency. In addition, it can mean taking society into account and listening to the values and requirement of the different stakeholders. Built into it is the capacity to develop processes of consultation that can be a part of the designing of degree profiles.

Tuning aims at identifying and addressing the needs of the productive sector, of the economy, of society as a whole and of individual learners within a particular area of study as mediated by their specific social and cultural contexts. To strike a balance between these varied needs, goals and aspirations, Tuning proposes to undertake consultations with leading persons, key local thinkers and experts from industry, academia, and civil society, and working groups that include all stakeholders.

This step was successfully developed in Tuning Africa pilot project by 5 Subject Area Groups (Medicine, Agricultural Sciences, Teacher Education, Civil Engineering and Mechanical Engineering). In this new phase, the 3 new subject areas (**Economics, Applied Geology and Higher Education Management**) will start the designing phase revising the agreements achieved in Tuning Africa pilot project related to generic competences (18 generic

competences) and **identifying subject specific competences**. To accomplish this task of defining subject specific competences, the 3 new SAGs will prepare a list of the subject area competences considered to be relevant to its perspective. Its members first reflect on and discuss their own understanding of the socio-economic needs of the area. They then analyse lists found in the current literature and those selected by previous Tuning groups. This task is finalised when the group has understood, broadly discussed and reached consensus on a selection of subject area competences thought to be most appropriate for the group. They approach this task from a rich intercultural perspective since the participants come from different countries and cultural backgrounds. It is a process of enrichment and responsibility-raising awareness that focuses on relevance and is expressed in the common language at group level.

The next task relates to the process of **consultation**. This requires (1) Understanding the reasons behind the consultation as well as the value attached to this practise; (2) Selecting the mode of consultation that participants agree is most appropriate; (3) Understanding the technical requirements; (4) Acknowledging the existing traditions and literature; and (5) Identifying, discussing and agreeing on the most relevant groups to be consulted (other academics, employers, students, graduates, professional bodies, government bodies, associations of citizens, platforms, think-tanks, etc.).

Once the mode of consultation has been agreed upon and the process has been completed, the final stage in this practical exercise of searching for social relevance refers to the analysis of the findings. This exploration is carried out jointly by the group, which takes special care not to lose any of the contributions emerging from different cultural perceptions. These perceptions should enlighten the understanding of the concrete reality, define the most urgent needs, pinpoint recognised strengths, weaknesses, opportunities and threats, and plan for them in terms of educational measures, taking into account the characteristics of the specialists and the citizens whose combined perspectives are most valuable in offering an answer.

Step 2: Elaboration of meta-profiles for the subject areas

After the consultation process and the analysis of the results obtained, each Subject Area Group will be ready to select competences that can define the specific cohorts of learners who achieve a degree in a given field. Debates on the core elements of every area constitute an essential process in Tuning. Such debates seek to define and highlight the collective understanding of a particular field and to achieve agreement on what constitutes core (as opposed to diverse or specialised) competences. It is critical to differentiate between the core elements and the specialised aspects introduced for different reasons into the different subject areas. The goal of this work is to build and discuss lists of competences in the different regions, giving participants ownership over the comprehension of each of the fields as well as ownership of the results.

Tuning participants have undertaken a further exercise beyond providing the reference point: that of analysing the classification, structure and desired weight attached to each point of reference. Discussion of questions concerning how such points of reference could be grouped; their linkages and their comparative importance have led to the creation of **meta-profiles**.

Thus, Subject Area Groups not only agree on the lists of components that identify the core and the level of diversification but also take the next necessary step of classifying the findings and creating

a structure that communicates how they understand the relationship of the components to each other. These are called *meta-profiles* and represent the structure and combination of competences that give identity to a subject area. A meta-profile is a mental construct that categorises competences into major recognised components and illustrates their interrelationship.

The conscious decision to focus on outcomes leads directly to the relevance of meta-profiles for recognition. Meta-profiles present an understanding not only of the core elements and their description but also of their identification and explanation in a readily understood and shared language. They offer the location, importance and weight of the different factors that make up the whole image. The meta-profiles give the contours within which degrees can be identified and recognised because the key elements are clearly portrayed and lucidly described. Another advantage of developing meta-profiles is the possibilities they offer in the development of joint degrees. Through the consideration of the meta-profile, a degree profile's main elements may be identified and responsibilities for its construction be shared, based on a common understanding of the whole area. In this age of transnational degrees, tools that foster common understanding are particularly helpful.

At the end of the process, each Subject Area Group contrasted the meta-profile with a number of universities in the different countries to determine which elements were either missing or over-represented and how to improve the degrees in the various contexts.

Medicine, Agricultural Sciences, Teacher Education, Civil Engineering and Mechanical Engineering developed their meta-profiles and contrasted them with real degree profiles. The 3 new Subject Areas must develop their meta-profiles during the first months of the Tuning Africa II.

At the end of this process, all the SAGs involved (Medicine, Agricultural Sciences, Teacher Education, Civil Engineering, Mechanical Engineering, Economics, Applied Geology and Higher Education Management) **will have definition of degree profiles**, which reflect the meta-profile agreed. This will be the last part of the design process.

Line 2: Implementation

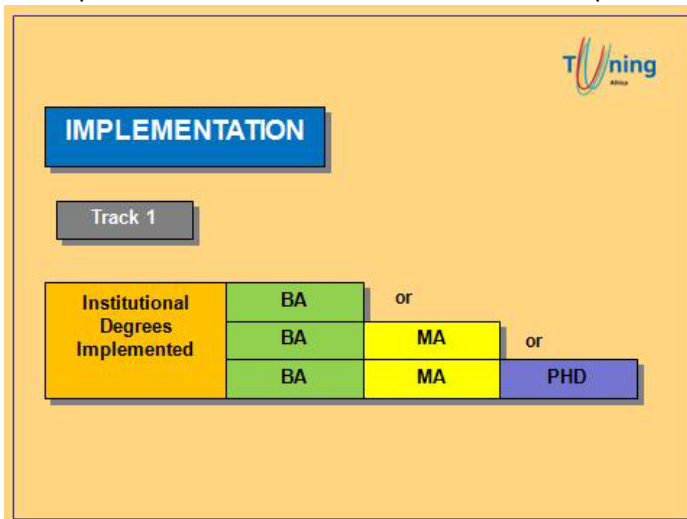
After the definition of degree profiles, all Subject Areas must **develop degree programmes at both undergraduate/postgraduate level** potentially recognised by the universities involved. The degree programme deals with the length, level and definition of the programme in terms of competences and learning outcomes; it also analyses the methodologies for developing the appropriate strategy of teaching, learning and assessing those competences as well as setting up the internal systems for assuring programme quality.

For this line of implementation, the universities can decide to develop one of the following 2 tracks:

- **Track 1: Institutional Degrees implemented**
- **Track 2: Joint Degrees implemented**

Track 1: Institutional Degrees implemented. Those universities who decide to follow Track 1 will focus on an **internal process** of implementation. This is a stage where academics work together within the subject area but in particular within their own institutions. The main objective is to implement a degree programme (related to the meta-profiles) at Bachelor level, Bachelor and Master level or Bachelor, Master and Doctorate level in each University.

The first step is the decision to be taken by the University in relation to the level they will implement. In all the cases, the university must implement at Bachelor, and they can also develop a Master and a Doctorate related to the topic/field. See the model below:



One important task within each SAG will be the collective revising (and improving) process of the degree programmes to be implemented by each university. For that, it will be critical that each SAG take into consideration the following aspects in their reflections:

- a) **Context, purpose, social need and potential of the programme:** it should satisfy the established or new professional and social demands. Consultations with stakeholders must be carried out in order to verify these needs.
- b) **Precise and clear definition of the profile and the key competences:** the programme must include:
 - Description of the profile in accordance with the Meta-Profile of the subject area;
 - Identification of the potential fields / sectors where its graduates may find employment;
 - Identification of the Key Programme Competences in a detail form (in accordance with the Meta-Profile of the subject area).
 - Specification of the mark of the university where the programme is anchored.
- c) **Accurate formulation of the Programme Learning Outcomes:** the learning outcomes must be linked closely to the Key Programme Competences.
- d) **Description of the programme and the module/course/units:** all the components of the programme must be clearly listed.
- e) **Identification of learning outcomes for each module/course:** each component of the programme must be linked to concrete learning outcomes.

- f) **Description of the approaches to teaching, learning and assessment:** identification of the best strategies to develop and assess the intended learning outcomes. The main work in each Subject Area group will be the discussion about strategies for teaching, learning and assessment to be implemented in the programmes. Students are also useful participants here. An important element at this stage is the ways of assessing student achievement for progression or graduation, in relation to level descriptors for each degree level and each level within a degree.

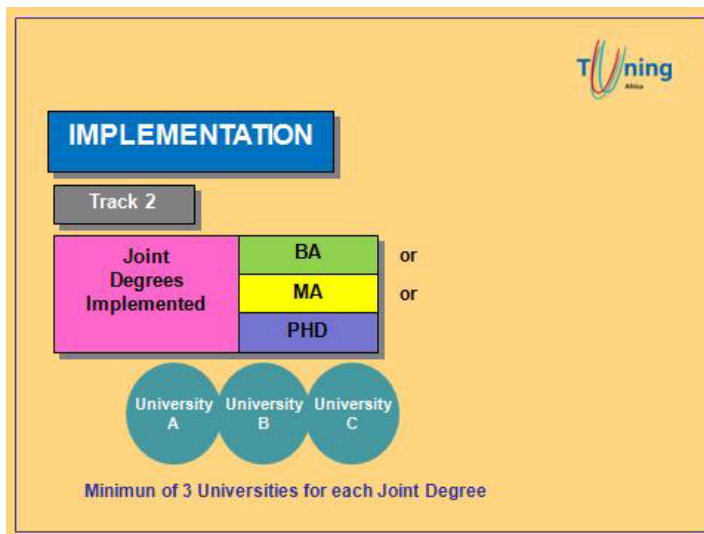
This implementation process should consider the academic content and level to be reached but it should also consider that one major goal in higher education is to promote autonomous learning and autonomous learners—which has implications for teaching and learning methods and the overall student workload in terms of credits. The degree programme should not overload students with excessive and redundant content. Curriculum design should consider the employability of graduates and the development of citizenship as well as their academic and intellectual training.

According to the Tuning methodology all units are – in one way or another – related to each other. This not only applies to the units or modules which are part of the major or core part of the programme, but also to minor course units and electives. In a well designed programme, minors and electives should strengthen the profile of the programme while giving learners the ability to ‘custom fit’ the programme to their needs. All degree programmes to be implemented must follow the regular process of approval at the different universities.

Each University must elaborate a clear structure and transparent **Implementation Plan**. Each Plan will be share at Subject Area level in order to enrich it. The Plan must include **training staff** activities for the universities in order to facilitate the implementation process. Besides that, it will be important to monitor the degree programme and its components by making use of both student and staff questionnaires to evaluate teaching, learning and assessment, as well as output information in terms of success rates. Universities can use a feed back and feed forward system to analyse the outcomes of the evaluations and expected developments in the field with respect to society as well as to academia. Finally, they can use the information collected to enhance the degree programme and its components, and within the subject area they will share good practices for the implementation.

Track 2: Joint Degrees implemented: Those universities who decide to follow Track 2 will work intensively with other partners in their SAG in order to define a joint degree. The main objective is to implement a joint degree programme (related to the meta-profiles) at Bachelor or Master or Doctorate among **at least three universities**.

The first step is the decision to be taken by the University in relation to the level they will implement. See the model below:

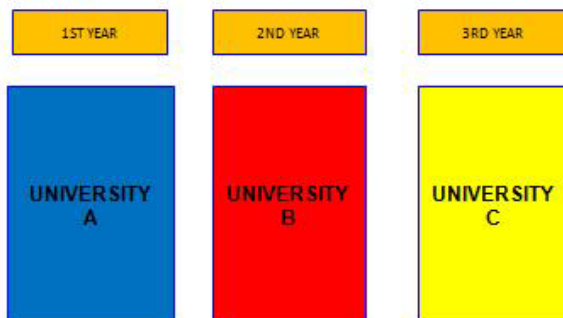


The universities involved in the implementation of a joint degree must take into consideration the same aspects suggested in page 10 for Track 1, and should also add to their reflections the following questions:

- a) Which are the strengths I have in order to contribute to a joint degree programme?
- b) Which are the strengths I need in order to develop a joint degree programme?
- c) With whom? Who will be the best Partners for the joint degree programme?
- d) Who does what -when? Models to follow

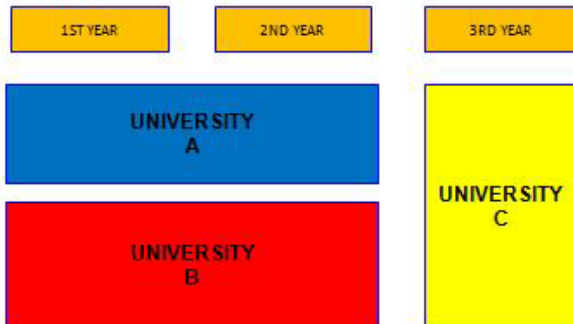
3 YEARS PROGRAMME

MODEL 1



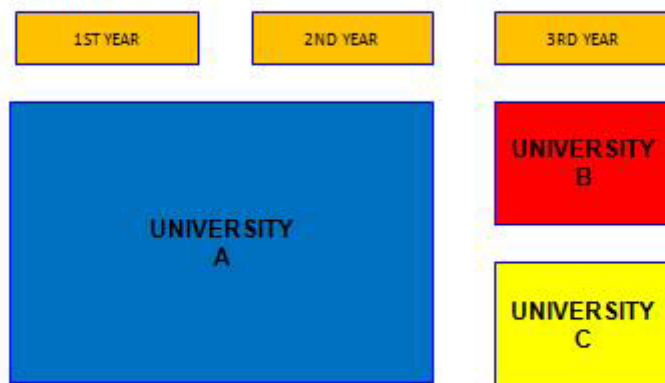
3 YEARS PROGRAMME

MODEL 2



3 YEARS PROGRAMME

MODEL 3



Similar to Track 1, the universities involved must develop an Implementation Plan which must include the same topics mentioned, plus some specifications about the teams which will guide the process in each partner university. Finally, the last point is the quality system. Quality assurance procedures are guarantors of the standards of the learning environment, while quality enhancement practices are essentially internal and are aimed at the continuous improvement or evidence based endorsement of what takes place within programmes and institutions.

At the end of the process of implementation there will be degree programmes in all Subject Areas developed by 120 universities at both undergraduate and postgraduate level (some of them as internal and others as joint degrees). For that, the SAGs will produce teaching, learning and assessment materials and methods, including for distance learning developed in order to facilitate the process.

Line 3: Student workload and credits

The third line examines credits, and in particular the relationship between these and student workload. There is no 'right' way of allocating credits or calculating workload, but in the interests of national and international student mobility there are now guiding principles that need to be taken into consideration.

For Tuning, one of the most important issues to deal with is the time required for students to localize and process the information received, internalize, reflect and construct their own meanings to transform this information into knowledge and mobilize and contextualize this knowledge in simulated situations or practices that permit the consolidation of learning. It is essential to take into account the time spent by students in independent studies along with hours of classroom activities, laboratories, workshops, internships, among others.

Therefore, innovative degree programs must estimate adequately the workload required for students to achieve the learning outcomes specified in the curriculum. In this sense, the adoption of credits to consider the total amount of student workload –not just associated to formal activities—is a process that actually innovates in the teaching and learning process and induces the implementation of a student-centered curriculum in African universities.

There is no academic credit system shared by all African countries. Moreover, many higher education institutions in the region are still rather unfamiliar with a credit system purported to support curricular change and lead the shift towards a student-centered and competence-based higher education.

There are two stages (which can be developed in parallel) in relation to Line 3:

- 1) **Political definition of a Credit System for Africa**
 - 2) **Scientific research about Student Workload in Africa**
- 1) Political definition of a Credit System for Africa: this stage will be in charge of the **Tuning Africa Project Advisory Group (TAPAG)**. The main role of this group will be the support of all the initiatives developed by the universities and in particular to contribute to the definition of the basis of a credit system for Africa. For that purpose, the group must develop some specific activities:
 - a) Elaborate a report focused on the state of the art in 54 African countries (regional, national and institutional policies).
 - b) Analyze other initiatives in other regions (Europe, Latin America, Asia).
 - c) Reflect on the relevance of a credit system for Africa.
 - d) Develop a feasibility study of a potential credit for Africa.

- e) Discuss the main actions to define a common credit system for Africa.
 - f) Evaluate the difficulties for implementation in the region.
 - g) Elaborate a draft proposal of a credit system for Africa.
- 2) Scientific research about Student Workload in Africa: This second stage must be coordinated with the Project Advisory Group however it will be the sole responsibility of the universities. A large survey focused on the *Estimation of African Student Workload, from the perspective of professors and students* will be conducted.

All 120 universities must consult a number of students and professors in some courses/units which represent a semester. The consultation process will provide an overview of the total workload (in hours) that an African student needs in order to pass the courses provided in the 8 subject areas involved in Tuning Africa II. The survey will be based on both the perceptions of what professors and students consider as the time required for, or spent in, the acquisition of learning outcomes in the related courses in one particular semester in each subject area. As its major result, the survey will provide a fair estimate of the annual workload of African students. It is worth noting that the estimation of student workload was not based on contact hours only (i.e. hours spent by students on activities guided by teaching staff). It embraced all the learning activities required to achieve the expected learning outcomes, including the time spent on independent work (seminar or laboratory work; collection and selection of relevant material; study of the material; writing of papers/projects/dissertation; practical work, among other activities) and the preparation for assessment as well as the time necessary to undergo the assessment procedure.

The survey will show whether there are or not significant variations among countries and subject areas. This will be an input for the further discussions about the definition of an African Credit System. This is the same process followed in Latin America to define the Latin American Credit System (CLAR).

At the end of the process, discussions about student workload, credits and credit transfer will have been held, and preliminary agreements between the universities including modalities for staff and student mobility, will have been established.

3.4 Organization of the work

The project will take place in a succession of group meetings where the work is planned, debated and jointly understood. The results are shared and discussed, preceded and followed by periods of work, consultation and online and web communication that enriches the encounters and the joint actions taken. The programme and documents showing the state of the debate are circulated electronically before the meeting so that all participants arrive fully briefed and prepared to engage in the on-going debate. These documents are also collected in booklets that mark the steps of the process and document it.

During the three years project, a **validation process and quality assurance review** will be

necessary to make the results available for a larger regional and sector-crossing context. The validation will definitely imply a review of the outcomes achieved: meta-profile developed for the SAGs, internal degree programmes and joint degree programmes designed by the universities, teaching and assessment materials elaborated, agreements related to the estimation of student workload. The validation and quality control process should not only include stakeholders like leading universities in the field but also university associations, ministries, professional and regulating bodies, intermediary bodies, quality assurance agencies and student bodies as well as employer associations and further key actors. This comprehensive list of stakeholder of the different sectors indicates the complexity that may be expected in the review, validation and reform. Each result will be checked through different **quality control measures**:

- Meta-profiles agreed in the SAGs: each participant University will follow a contrast process of this agreement within the University and with other universities in their country. The voice of the professional bodies and the accreditation agencies will be also included in the final version of the meta-profile.
- Degree programmes implemented: each participant University must revise and approve the new or re-new programme through the internal channels. Each university has established particular quality strategies and processes in order to revise and approve a programme. These channels in some cases could also include external review processes carried out by professional bodies, quality assurance and accreditation agencies and/or Ministries.
- Teaching and Assessment materials: other academics at each University will contribute, revise and agree with these documents. Again the approval of other experts in the field will enrich the product, validate the process and assure the quality of the result.

In terms of **communication and visibility measures**, it is expected that **5 Tuning Centres** will be established in Africa for the continued dissemination of the Tuning methodology, the project outcomes and for information on the Tuning materials that are available to be used also after the project period has ended. This requires the setting up of different stages, as well as the organisation of structures to facilitate the actual use of the Tuning approach. Each Tuning Centre is an institutional structure which must operate in a co-ordinated manner with the Tuning Academy and other Tuning Centres in the world (we have developed some centres in Russia and Japon).

These 5 Tuning Centres will be established in each of the five sub-regions of the continent and will be a reference for the different reform process in Africa. The creation of regional Tuning Centres in Africa linked to university associations and professional bodies could serve as catalysts to promote quality enhancement, harmonisation and regional integration in the different subject areas.

The Tuning Centres could play a leading steering and coordinating role in facilitating the implementation of Harmonisation and Tuning in Africa at political stage and aligning it with a number of key strategies and plans at national, sub-regional and continental level. All these efforts will be closely linked to existing regional and continental quality assurance initiatives and networks in higher education.