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1. Programme

1.1. Programme Général

Tuning Africa Phase II
Programme de la Première Assemblée Générale
Du 12 au 14 Octobre 2015
Caire - Egypte

À l'Hotel Radisson Blu

Abdel Hamid Badawy St, 114
Rawda Al Sheraton
Heliopolis – Caïre
Egypte
<https://www.radissonblu.com/en/hotel-cairoheliopolis>

Dimanche 11 Octobre 2015

Arrivée des participants

19:00 h – 20 :00	Accueil des participants
20H30	Dîner: Hôtel Radisson Blue

Lundi 12 Octobre 2015

Hotel Radisson Blu

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Heliopolis – Caïre
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Lundi

SÉANCE PLÉNIÈRE

8H00 – 8H30	Accueil des participants
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8H30 – 9H00	
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Ouverture officielle de la Première Assemblée Générale
Représentant du Conseil Suprême des Universités: **Ashraf Hatem**,
Secrétaire général
Représentant de la Commission de l'Union Africaines : **Yohannes**
Woldentensae
Commission Européenne : **Diego Escalona Paturel**

Préside la table: **Ahmed ElGohary**, Recteur de l'Université Egypto-Japonaise des Sciences et Technologies. (E-JUST)

9H00 – 9H30

Stratégie africaine d'harmonisation de l'Éducation Supérieure : Tuning Africa et son potentiel en Afrique.

Brève présentation des résultats de Tuning Africa I

Yohannes Woldentensae - Commission de l'Union Africaine

Claire Herrmann - Représentant de la Commission Européenne

Etienne Ehile - Secrétaire Général de l'Association des Universités Africaines.

Ahmed ElGohary - Recteur de l'Université Egypto-Japonaise des Sciences et Technologies. (E-JUST)

Préside la table : **Damtew Teferra** : Professeur de l'Education Supérieure et responsable de Formation et Développement de l'Education Supérieure à l'Université de Kwazulu-Natal, Durban (Afrique du Sud)

9H30 – 10H00

Mise à jour de Tuning et son développement dans plusieurs contextes différents.

Julia González – Conseillère Principale de Tuning Academy

Robert Wagenaar - Directeur de Tuning Academy – Université de Groningen

Préside la table - Damtew Teferra : Professeur de l'Education Supérieure et responsable de Formation et Développement de l'Education Supérieure à l'Université de Kwazulu-Natal, Durban (Afrique du Sud)

10H00 – 10:30

Présentation du projet Tuning Africa II (2015 – 2018)

Objectifs, résultats attendus et activités principales.

Pablo Beneitone – Directeur de Tuning Academy – Université de Deusto

María Ortiz-Coronado - Responsable du Projet Tuning Africa – Université de Deusto

Préside la table : **Charles Awono Onana**, Directeur de l'Ecole Nationale Supérieure Polytechnique - Université Yaoundé I

10H30 – 11H00

Pause-café

1.2. Programme des 5 groupes de travail mis en place dans le cadre de Tuning Africa I (Sciences Agricoles, Génie Civil, Génie Mécanique, Médecine et Formation des Enseignants)

Lundi 12 Octobre 2015

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APRÈS LA PLÉNIÈRE

- 11h00 – 13H00** Présentation de chaque groupe de travail sur :
- Progrès au niveau Institutionnel dans la mise au point de nouveaux programmes basés sur la compétence dans les diplômes liés aux domaines thématiques et/ou les réformes dans les programmes existants.
 - Les perspectives nationales sur le processus
Identification des coordinateurs pour chaque domaine.
- 13H00 – 14H30** Déjeuner: Hôtel Radisson
- Après-midi**
- 14H30 – 16H00** Révision du meta-profil accordé pendant la phase antérieure.
Accords et consensus
- 16H00 – 16H30** Pause-café
- 16H30 – 18H00** Définition du programme annuel de travail (nouveau ou réélaboré) sur lequel chaque partenaire doit travailler pendant les prochaines années.
(Double diplôme institutionnel ou conjoints)
Conception du programme :
- Description du profil conformément au méta-profil de la discipline.
- 20H00** Dîner: Hôtel Radisson Blu
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09H – 10H30	<p>Conception du programme</p> <ul style="list-style-type: none"> - Identification de spécialités potentielles/ secteurs d'emploi pour les diplômés - Indentification, de manière détaillée, les compétences clés du programme (conformément aux au méta-profil de la discipline) - Définition du niveau du programme des compétences clés incluses.
10H30 – 11H00	Pause-café
11H00 – 13H00	<p>Conception de programme</p> <ul style="list-style-type: none"> - Spécification du rôle de l'université dans laquelle le programme est fixé. (Dans le cas de programme conjoints entre universités) - Définition de la durée - Accords et consensus
13H00 – 14H30	Déjeuner : Hôtel Radisson Blu
14H30 – 16H00	<p>Conception de programme</p> <ul style="list-style-type: none"> - Description du programme et le module/cours/unités
16H00 – 16H30	Pause-café
16H30 – 18H00	Préparation du premier projet de programmes doubles et commun à être travaillé dans l'avenir et identification des éléments essentiels nécessaires pour poursuivre
20H00	Dîner: Hôtel Radison Blu

Mercredi 14 octobre 2015

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SÉANCE PLÉNIERE

9H00 -10H00	<p>Présentation des accords et consensus obtenus dans les groupes de travail et dans la réunion du groupe consultatif du projet Tuning Africa</p> <p>Préside la table : Charles Awono Onana, Directeur de l'Ecole Nationale Supérieure Polytechnique - Université Yaoundé I</p>
10H30 – 11H00	Pause -café

- 11H00 – 12H00** Aspects pratiques et fonctionnement du projet
Tâches prévues et calendrier jusqu'à la deuxième Assemblée générale
(avril 216)
- 12H00 – 12H30** Clôture de la première assemblée générale.
- Représentant de la Commission Africaine : **Yohannes Woldentensae**
- **Ahmed ElGohary**, Recteur de l'Université Egypto-Japonaise des Sciences et Technologies. (E-JUST)
- 12H30** Déjeuner Hôtel Radisson Blu

Après-midi libre

20H00 Dîner: Hôtel Radisson Blu

Jeudi 15 Octobre 2015

Départ

1.3. Programme des 3 Nouveaux Groupes de Travail (Économie, Géologie Appliquée et Gestion de l'Éducation Supérieure)

Lundi 12 Octobre 2015

Hotel Radisson Blu

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APRÈS LA PLÉNIÈRE GÉNÉRALE

Séance plénière uniquement pour les membres du Groupe Consultatif de la Stratégie de Projet Tuning Africa (TAPAG) et les membres des 3 nouveaux groupes de travail.

- | | |
|----------------------|---|
| 11H00 – 11H30 | Présentation générale de la méthodologie Tuning.
Julia González |
| 11H30 – 12H30 | Présentation du concept de compétence : Générique et compétences spécifiques dans différents contextes.
Pablo Beneitone |
| 12H00 – 12H30 | Principales tâches à accomplir par les nouveaux groupes thématiques.
María Ortiz-Coronado |
| 12H30 – 13H00 | Questions et débat. |
| 13H00 – 14H30 | Déjeuner: Hôtel Radisson Blu |

Séance de l'après-midi

Travail en groupe

- | | |
|----------------------|--|
| 14H30 – 16H00 | Présentation par les membres de chaque groupe de travail : <ul style="list-style-type: none">- Quels diplômes il y a dans son domaine thématique ?- Vers quelles professions conduisent ses diplômes ?- Y a-t' il un programme type pour le domaine thématique ? Quel est ce programme ? 5 minutes maximum pour la présentation de chaque membre du groupe |
| 16H00 – 16H30 | Pause-café |
| 16H30 – 18H00 | Elaboration d'une liste des compétences de chaque domaine thématique
Identification d'une personne coordinatrice pour chaque domaine thématique |
| 20H00 | Dîner: Hôtel Radisson Blu |

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- 09h00 -10H30** liste des compétences spécifiques pour chaque discipline. Accords et consensus
- Quels sont les points communs ?
 - Quels sont les différences ?
 - Quelles compétences sont considérées essentielles pour les domaines thématiques ?
 - Quelles sont les composantes fondamentales ? Quelles sont les optionnelles ? Quel est le programme de base ?
- 10H30 – 11H00** Pause-Café
- 11H00 – 13H00** Présentation d'une première liste de compétences spécifiques pour chaque domaine thématique
- 13H00 – 14H30** Déjeuner: Hôtel Radisson Blu.
- 14H30 – 16H00** Contributions et suggestion à la liste des 18 compétences génériques pour l'Afrique (2011) :
Débat sur le processus de consultation relatif aux compétences génériques et spécifiques :
- Qui doit être consulté? Le nombre ? Sous quel format?
 - Importance? Succès?
- 16H00 – 16H30** Pause-café
- 16H30 – 18H00** Résumé des résultats des travaux de groupe
- Liste définitive des compétences spécifiques en Afrique
 - Format de Consultation
 - Calendrier
- 20H00** Dîner: Hôtel Radisson Blu
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Mercredi 14 Octobre 2015

Hôtel Radisson Blu

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SÉANCE PLÉNIÈRE

9H00 – 10H00 Présentation des accords et consensus obtenus para les 8 groupes de travail et la réunion du Groupe Consultatif du Projet Tuning Africa (TAPAG)

Préside la table : **Charles Awono Onana**, Directeur de l'École Nationale Supérieure Polytechnique, Université Yaounde I

10H30 – 11H00 Pause-café

11H00 – 12H00 Aspects pratiques et fonctionnement du projet
Tâches à réaliser jusqu'à la deuxième assemblée générale (avril 2016)
Julia González, Pablo Beneitone et María Ortiz-Coronado – Tuning Academy – Université de Deusto

12H00 – 12H30 Clôture de la première assemblée général.
- Représentant de la Commission Africaines : **Yohannes Woldentensae**
- **Ahmed EIGohary**, Recteur de l'Université Egypto-Japonaise des Sciences et Technologies. (E-JUST)

12H00 Déjeuner: Hôtel Radisson Blu

Après-midi libre

20H00 Dîner: Hôtel Radisson Blu

Jeudi 15 Octobre 2015

Départ

1.4. Programme du Groupe Consultatif de la Stratégie du Projet Tuning Africa (TAPAG)

Lundi 12 Octobre 2015

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APRÈS LA PLÉNIÈRE GÉNÉRALE

Séance plénière uniquement pour les représentants du Groupe Consultatif de la Stratégie du Projet Tuning Africa (TAPAG) et les membres des 3 nouveaux groupes de *travail*.

11H00 – 11H30	Présentation Générale de la Méthodologie Tuning <i>Julia González</i>
11H30 – 12H00	Présentation du concept de compétence. Compétences génériques et spécifiques dans différents contextes. <i>Pablo Beneitone</i>
12H00 – 12H30	Principales tâches à accomplir par les nouveaux groupes thématiques <i>María Ortiz-Coronado</i>
12H30 – 13H00	Questions et débat
13H00 – 14H30	Déjeuner: Hôtel Radisson Blu
Après-midi	
<i>Travaux en groupe</i>	
14H30 – 16H00	Débat sur les résultats prévus dans le projet et la contribution de la TAPAG à la réalisation de chacun d'eux. Présentation des progrès réalisés dans le cadre du projet dans chacun des pays au cours des dernières années. Impact et domaines à renforcer à l'avenir.
16H00 – 16H30	Pause-café
16H30 – 18H00	Suite des débats
20H00	Dîner: Hôtel Radisson Blu

Mardi 13 Octobre 2015

Hôtel Radisson Blu
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Egypte

- 09H00 – 10H00 Les lignes directrices d'une politique éducative visant la mise en place d'un système de crédits académiques pour l'Afrique:
Examen de l'état actuel de la situation des crédits entre les pays dans la région.
- 10H30 – 11H00 Pause-café
- 11H00 – 13H00 Suite des débats
- 13H00 - 14H00 Déjeuner: Hôtel Radisson Blu
- 14H30 – 16H00 Les lignes directrices d'une politique éducative visant la mise en place d'un système de crédits académiques pour l'Afrique:
Accords et un consensus sur la définition et la distribution des crédits dans un futur système de crédit pour l'Afrique
- 16H00 – 16H30 Pause-café
- 16H30 – 18H00 Les lignes directrices d'une politique éducative visant la mise en place d'un système de crédits académiques pour l'Afrique:
Stratégies à mettre en œuvre pour définir un système de crédit pour l'Afrique
Facteurs de dynamisation du débat.
Plan de travail
- 20H00 Dîner: Hôtel Radisson Blu
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Mercredi 14 Octobre 2015

Hôtel Radisson Blu
Abdel Hamid Badawy St, 114
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SÉANCE PLÉNIÈRE

- 09H00 – 10H30 Présentation des accords et consensus obtenus au sein des 8 groupes de travail et pendant la réunion du Groupe Consultatif du Projet Tuning Africa (TAPAG)

Préside la table : **Charles Awono Onana**, Directeur de l'École Nationale Supérieure Polytechnique, Université Yaoundé I

10H30 – 11H00	Pause-café
11H00 - 12H00	Aspects pratiques et fonctionnement du projet Tâches prévues jusqu'à la deuxième assemblée générale (avril 2016) Julia González, Pablo Beneitone et María Ortiz-Coronado – Tuning Academy – Université de Deusto
12H00 – 12H30	Clôture de la première assemblée général. - Représentant de la Commission Africaines : Yohannes Woldentensae - Ahmed ElGohary , Recteur de l'Université Egypto-Japonaise des Sciences et Technologies. (E-JUST)
12H30	Déjeuner Hôtel Radisson Blu
<i>Après-midi libre</i>	
20H00	Dîner: Hôtel Radisson Blu

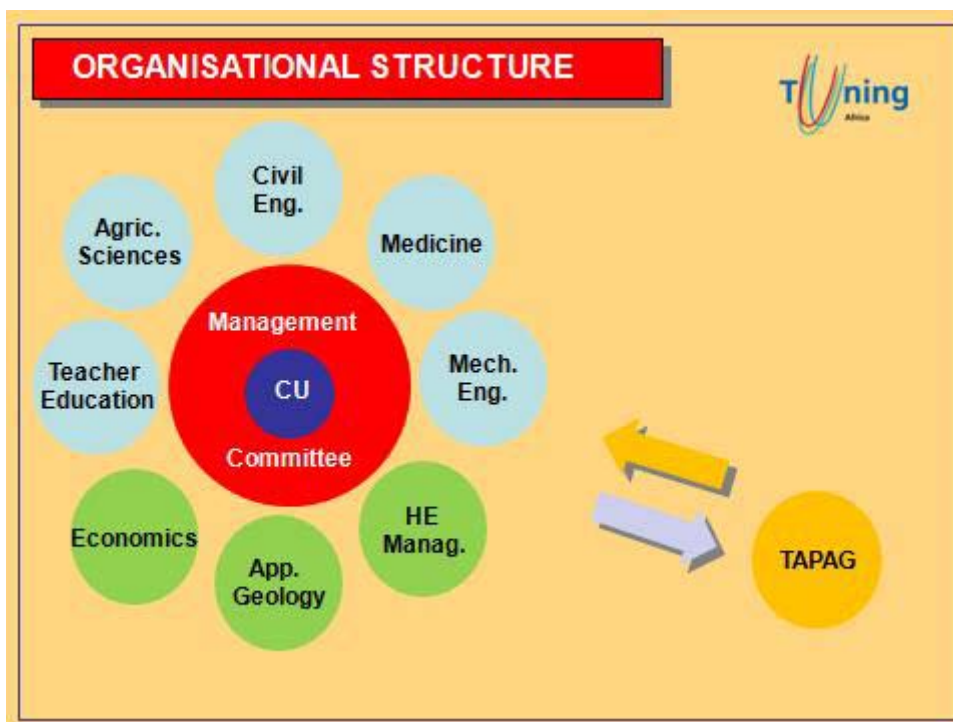
Jeudi 15 Octobre 2015

Départ

2. Structure Organisationnelle

Tenant compte de l'expérience précédente et afin de répondre à certains des défis posés par la diversité et la complexité du système, Nous estimons avantageux pour Tuning Afrique II d'avoir une structure à plusieurs niveaux avec des rôles et des responsabilités claires. La structure organisationnelle adoptée est la suivante :

- Comité de Direction (MC)
- 8 groupes de travail liés aux domaines thématiques (SAGs)
- Groupe Consultatif de la Stratégie du Projet Tuning Africa (TAPAG)
- L'Unité de Coordination (C.U)



2.1 Comité de Direction

Le Comité de Direction (MC) est composé des 8 coordonnateurs de la SAG et 10 experts africains et européens de Tuning. La fonction de ce groupe est d'affiner les processus de travail, de superviser les activités et les résultats obtenus, de préparer et de recevoir les rapports du Groupe Consultatif de la Stratégie du Projet Tuning Africa (TAPAG)

Les 8 coordonnateurs des SAG sont individuellement responsables de la coordination du travail de leur groupe; de conseiller sur les questions relatives à la mise en œuvre de Tuning dans des contextes différents; de superviser et d'assurer la cohésion de l'activité de leur groupe par rapport à ensemble du projet. Les experts de Tuning proviennent aussi bien de pays africains qu'européens et appartiennent à différents secteurs de l'enseignement supérieur. Les 10 experts contribueront aux produits et à l'aboutissement du projet. Tous les responsables et

personnes impliqués dans l'exécution du projet ont une large expérience dans l'enseignement supérieur transnational. Plusieurs d'entre eux ont joué des rôles de premier plan dans les projets Tuning. Ils constituent le groupe le plus actif et expérimenté d'experts européens et africains. Certains sont des consultants dans leur secteur, pour les institutions d'enseignement supérieur et les autorités nationales et européennes et sont également des coordinateurs et expert de ECTS et DS et aussi des conseiller dans leur pays

COMITÉ DE DIRECTION

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2.2 Participants par domaine thématique

Tuning est bien connu comme un réseau de communautés d'universitaires interconnectées qui réfléchissent, débattent, élaborent des instruments et partagent les résultats. Ce sont des experts universitaires, réunis autour d'une discipline ou d'un thème dans un contexte de la confiance mutuelle. Ils travaillent dans des groupes interculturels internationaux portant un profond respect à l'autonomie des coparticipants aux niveaux institutionnel, national et régional et partagent généreusement leurs savoirs et expériences. Ils travaillent dans un système organisé en fonction des besoins régionaux, la responsabilité et la centralisation des résultats, tout en signalant et évaluant les objectifs et résultats à chaque étape du processus.

À leur tour, ces représentants cherchent la participation et l'engagement à la fois de leurs institutions respectives et de personnes à titre individuel. L'organisation assume leur participation aux réunions où ils travaillent à l'accomplissement des tâches définies en commun et selon le calendrier établi pour la réalisation du projet. Le calendrier devra être organisé de manière à assurer la contribution de tous les participants. Les participants doivent aussi faire preuve de la capacité de construction participative et conjointe d'un projet. Pour Tuning, la discipline universitaire est l'épine dorsale des débats qui se produisent dans ces réunions en groupe. Chaque groupe est dirigé par un coordonnateur, qui est choisi par le groupe et qui, par conséquent, devient membre du Comité de Direction (MC).

Actuellement, **123 universitaires de 109 universités africaines** participent et sont distribués en **8 groupes de travail** autour de différentes disciplines Thématiques (**Sciences Agricoles, Géologie Appliquée, Génie Civil, Economie, Gestion de l'Enseignement Supérieur, Ingénierie Mécanique, Médecine et Formation des Enseignants**). Les universités sélectionnées sont des centres d'excellence au niveau national dans les disciplines qu'elles représentent et ont démontré une capacité de dialogue avec d'autres institutions qui travaillent dans les mêmes domaines de connaissances. Elles ont une présence significative dans le système (de par leur taille de l'institution, leurs antécédents, leur crédibilité et autorité académique) de sorte qu'une partie considérable du système est représenté par leur participation. La taille du groupe se situe entre 15 et 18 personnes maximum. Chaque membre de groupe représente une université.

Chaque SAG a normalement un consultant expérimenté Tuning soutenant leur travail, agissant comme une source d'information, etc. Il y a aussi un coordinateur SAG choisi parmi les participants. Le consultant de Tuning travaille en étroite collaboration avec le coordinateur, par exemple, pour la préparation de la publication finale du travail réalisé accompli. Mais son rôle demeure consultatif.

SCIENCES AGRICOLES

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2. 3 Groupe Consultatif de la Stratégie du Projet Tuning Africa (TAPAG)

Le travail type dans la grande majorité des projets Tuning est entrepris par des équipes de chercheurs, des domaines Thématiques ou disciplines, choisi d'un échantillon représentatif des universités du ou des pays participants.

Dans certains contextes, par exemple en Amérique latine, il y a des groupes d'appui aux politiques formés à partir des représentants du gouvernement et d'autres, qui tiennent en compte des solutions et la mise en œuvre des aspects stratégiques qui ne peuvent être uniquement résolus par des universitaires.

Les deux groupes suivent des chemins parallèles, bien que leur mission soit différente; ce travail parallèle est avéré d'une grande valeur car il permet un espace de communication entre les différents niveaux des parties impliquées dans l'enseignement supérieur et facilite une meilleure compréhension des deux côtés.

C'est pour cette raison que Tuning Afrique II propose une innovation en incluant le Groupe de Consultatif de la Stratégie du Projet Tuning Afrique (TAPAG) dans la structure organisationnelle. Une des leçons apprises dans la phase pilote a été l'importance d'impliquer les autorités nationales, par le biais des ministres en charge de l'enseignement supérieur dans les pays africains. Ceci répond également au besoin d'une déclaration politique des États de mettre en œuvre des initiatives et des projets locaux spécifiques et à soutenir la mise en œuvre de cette méthodologie

Le projet a une importante capacité d'intégration des contributions d'organismes régionaux et nationaux. Ces organes centraux sont capables de créer l'environnement pour intégrer le projet dans leurs politiques faisant de son application un atout important pour le développement régional et national de l'enseignement supérieur. TAPAG pourrait être un pont entre les membres institutionnels du projet et les intervenants régionaux.

Le rôle des membres TAPAG dans le projet Tuning Afrique II sera axé sur deux tâches principales:

- 1) Mise à disposition d'informations. Tout d'abord, chaque membre de TAPAG devrait être en mesure de fournir des informations au projet sur les débats politiques régionaux et nationaux et les développements pédagogiques. À ce point il sera important d'échanger sur les lignes directrices d'intérêt des processus politiques et professionnels de l'enseignement supérieur Pour Tuning. Deuxièmement, et de manière inverse, il serait important que chaque membre de TAPAG soit en mesure de diffuser les résultats du projet dans son environnement afin de promouvoir une synergie avec les politiques régionales ou nationales.
- 2) Elaboration d'une proposition de système de crédit pour l'Afrique. Ceci est l'un des principaux objectifs de Tuning Afrique II, conjointement développé avec les 109 universités africaines (123 partenaires). Dans ce sens, TAPAG contribuera à:
 - L'examen de l'état des lieux par rapport à l'utilisation des crédits dans 54 pays africains (les politiques institutionnelles régionaux et nationaux).
 - L'analyse d'autres initiatives dans d'autres régions (Europe, Amérique latine, Asie).
 - Réfléchir sur la pertinence d'un système de crédit en Afrique.
 - Déterminer les principales actions pour la définition d'un système de crédit commun pour l'Afrique.
 - Évaluer les difficultés de la mise en œuvre dans la région / pays / institutions.

- Elaborer une proposition à discuter entre tous les partenaires

GROUPE CONSULTATIF DE LA STRATEGIE DU TUNING AFRICA PROJECT (TAPAG)

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2.4. Unité de Coordination

L'Unité de Coordination est responsable de la coordination générale des activités et de l'exécution du projet. Il est chargé de la planification des calendriers des réunions, de l'exécution du budget, et l'élaboration des rapports partiel et final. L'Unité de coordination est composé de deux équipes: l'équipe de gestion, et l'équipe Exploitation, Communication et diffusion.

L'équipe de gestion est composée de Pablo Beneitone, coordinateur du projet Tuning Afrique II, María Ortiz-Coronado, responsable de projet, Maida Marty, responsable financier et Sara Goitia, assistante de projet. Cette équipe a été responsable de la gestion des projets de Tuning dans différentes régions du monde. L'équipe possède une vaste expérience en gestion de projet, y compris la supervision de l'exécution des projets, en contrôle de la qualité du service rendu, en orientation et jouit d'une expérience en résolution des conflits. Par ailleurs, L'équipe d'exploitation, de communication et de diffusion est composée par Ard Jongsma et Omer Oke. Tous les deux ayant une expérience avérée en gestion et de outils communication social (sites Web et les plates-formes de discussion, des activités de divulgation), en publication d'articles spécialisés et dans la presse générale. La tâche principale de l'équipe est l'élaboration d'un plan de communication et de visibilité spécifique pour Tuning Afrique 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.

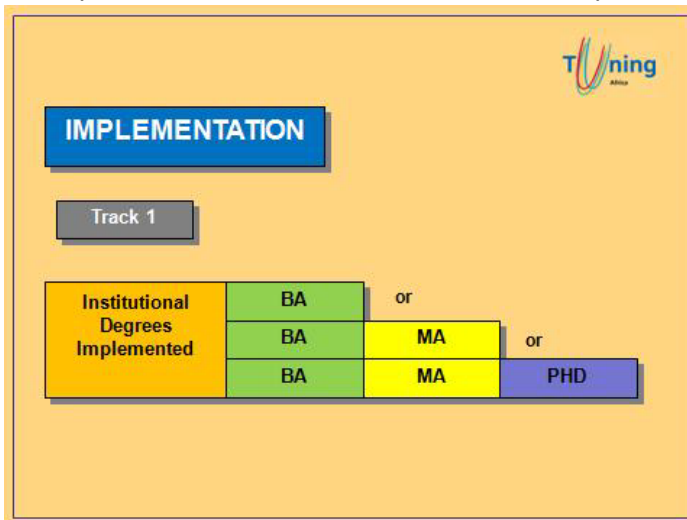
For this line of implementation, the universities can decide to develop one of the following 2 tracks:

- **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.

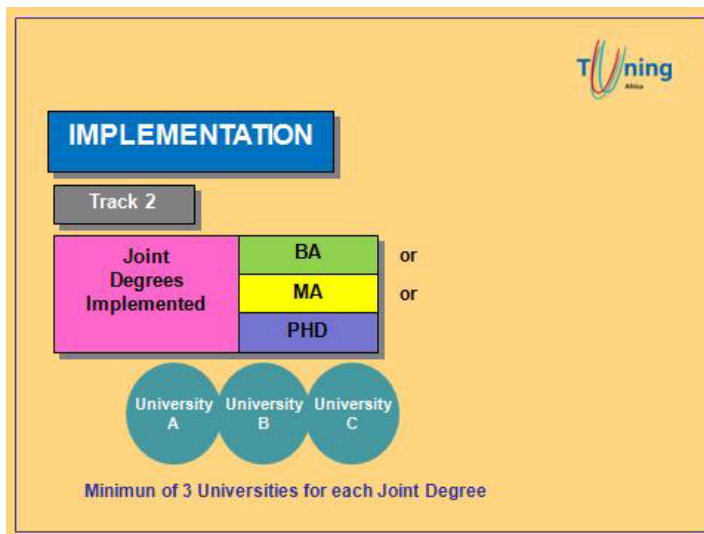
This implementation process should consider the academic content and level to be reached but it should also consider that one major goal in higher education is to promote autonomous learning and autonomous learners—which has implications for teaching and learning methods and the overall student workload 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:

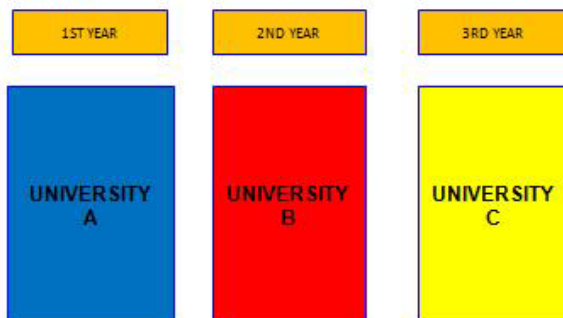


The universities involved in the implementation of a joint degree must take into consideration the same aspects suggested in page 10 for Track 1, and should also add to their reflections the following questions:

- 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

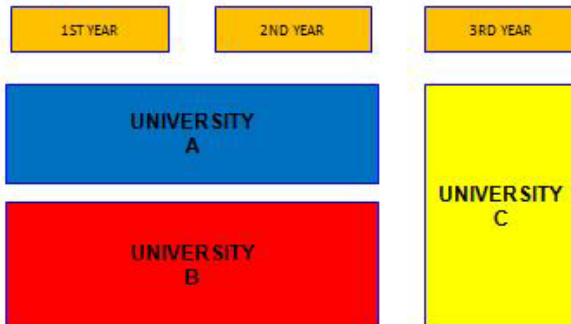
3 YEARS PROGRAMME

MODEL 1



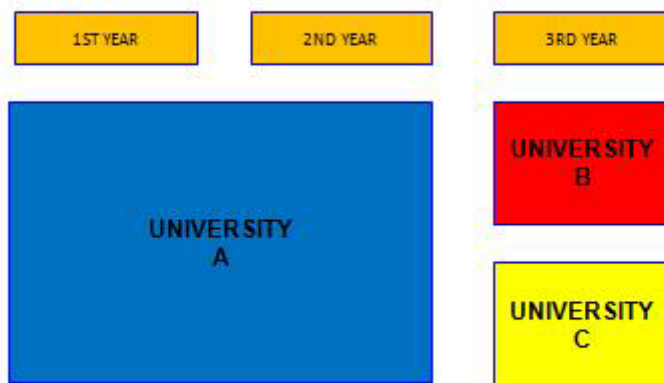
3 YEARS PROGRAMME

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 Policy 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 Policy 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.