



# EU-Africa cooperation in higher education

## Policy framework and Erasmus+ opportunities

Adrian Veale, European Commission  
DG Education, Youth, Culture and Sport – International Cooperation

# 1. Policy context

# 6th African Union - European Union Summit

## A common vision for 2030 – February 2022 in Brussels



Global Gateway Investment Package  
Public and private investment in priority fields  
150 billion Euros

Policy Declaration  
+ Concrete Flagship  
Initiatives

Together, we will step up our **support to scientific cooperation** between researchers to develop knowledge together, as well as sharing technology and expertise, including through a joint AU-EU Innovation Agenda.

We will **encourage exchanges of young citizens, volunteers and students**, through the expanded Erasmus+ programme and **develop partnerships between universities**, in order to improve our mutual understanding and foster excellence.

We announce an **Africa-Europe Investment Package** of at least EUR 150 billion that will support our common ambition for 2030 and AU Agenda 2063, composed of an Investment, a Health and an **Education Package**.

<https://www.consilium.europa.eu/en/meetings/international-summit/2022/02/17-18/>

# Thematic areas of the Global Gateway Africa-Europe Investment Package

## A. Accelerating the Green Transition



Sustainable energy

Biodiversity, land, water, oceans & forests



Agri-food systems



Climate resilience & disaster risk reduction

## B. Accelerating the Digital Transition



Digital transition

## C. Accelerating growth and jobs



Transport



Private sector, entrepreneurship & MSMEs



African economic integration & diversification



Sustainable finance for sustainable transitions



Science, technology & innovation

## D. Accelerating Human Development



Health: access to vaccines, medicines & health technology products



Quality education and skills





# How?

**Increased overall funding for education** worldwide to over EUR 6 billion for 2021-2027  
the bulk of the EU's investment will be in Africa

1. **Bilateral cooperation:** over 43 countries with education and skill initiatives in Sub-Saharan Africa.

2. **Flagship initiatives at regional level:**

- The Regional Teachers Initiative (EU: EUR 100 million);
- Skills and Vocational Education Training Initiative (EU: at least EUR 500 million);
- **Youth Mobility for Africa (EU: EUR 970 million);**
- Global Partnership for Education (Team Europe: EUR 1.7 billion)



# Youth Mobility for Africa Flagship Initiative

## Umbrella

- Erasmus +
- Intra-Africa Academic Mobility Scheme V
- Harmonization of African Higher Education Quality Assurance and Accreditation (HAQAA III)
- Support to the African Continental Qualifications Framework (ACQF II)
- Young African Leaders Programme (YALP II)
- Africa-Europe Youth Academy

## Strategic Objectives

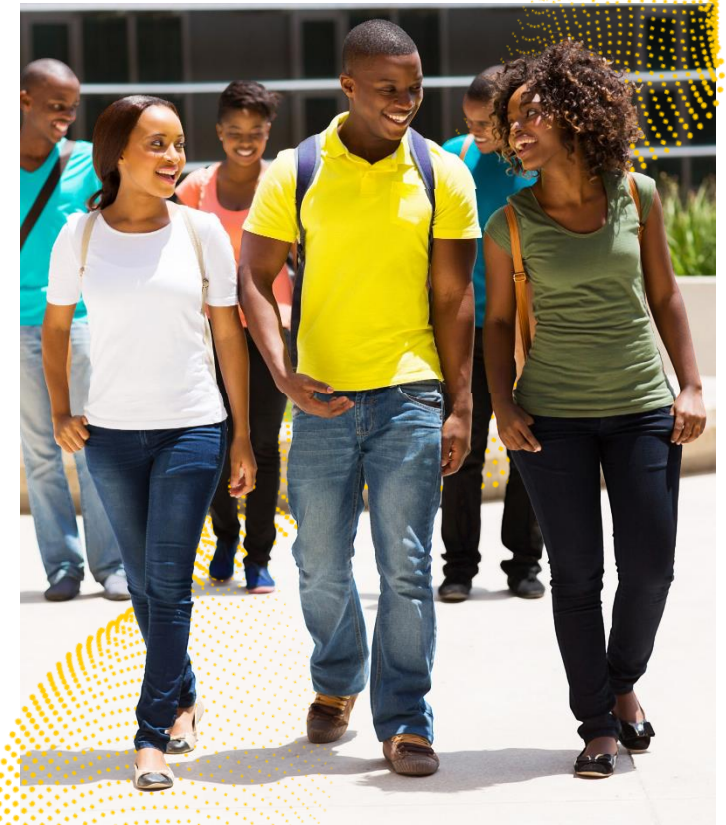
Inclusive, demand-driven **learning mobility, skills development, and collaboration** within Africa and between Africa and the EU, through exchanges, scholarships, and cooperation projects

Continental integration by supporting **regional and continental harmonization mechanisms** in education

**Quality, relevance and attractiveness** of African Higher Education Institutions

**Empowerment of African youth** for employability and active citizenship

**Policy dialogue**, coordination, cooperation



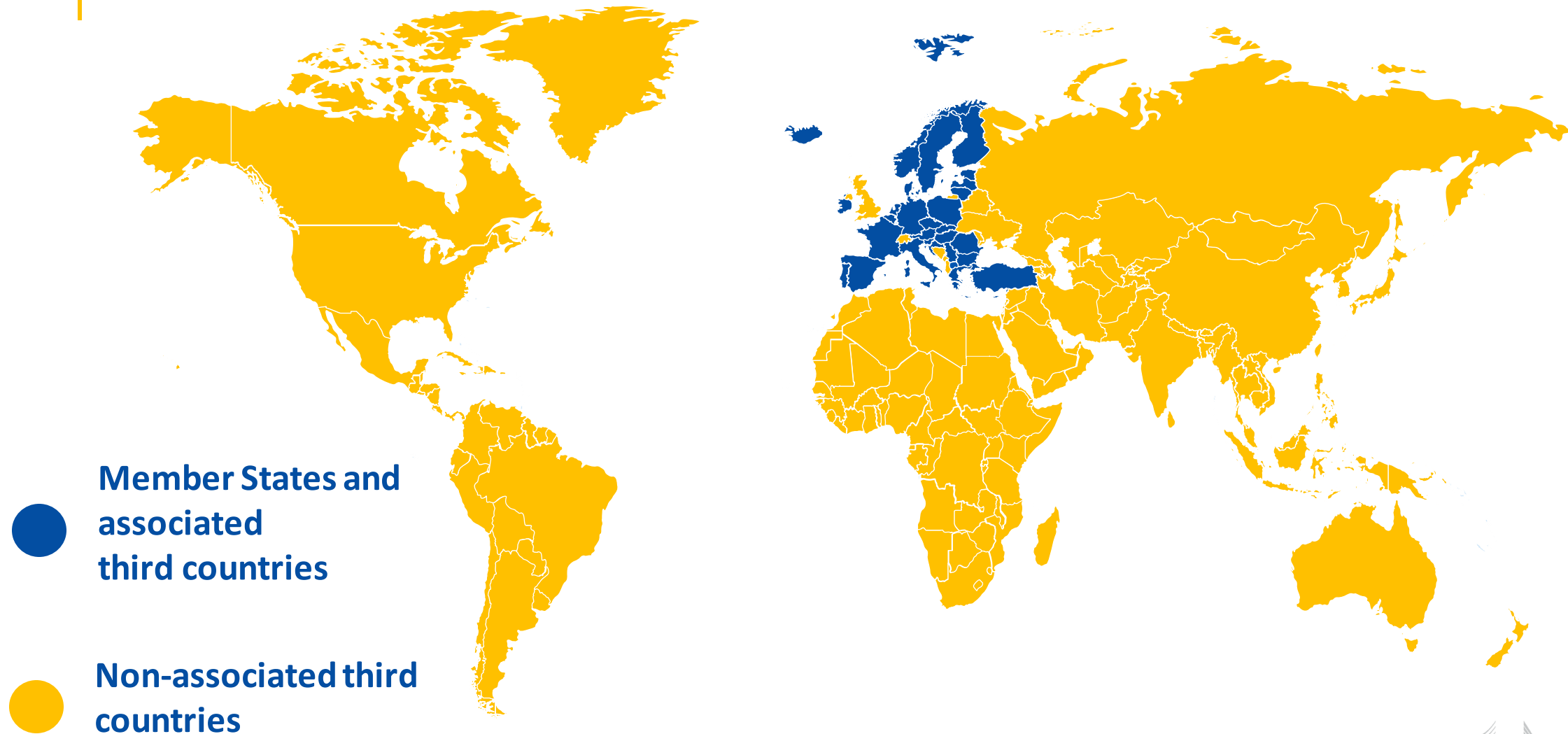
# 2. Erasmus+ opportunities

# What is Erasmus+?

- The EU's programme to support education, training, youth and sport
- Funding for programmes, projects and scholarships
- Fosters EU-EU and EU-international cooperation
- Erasmus+ programme 2021-2027:
  - builds on previous programme
  - more international

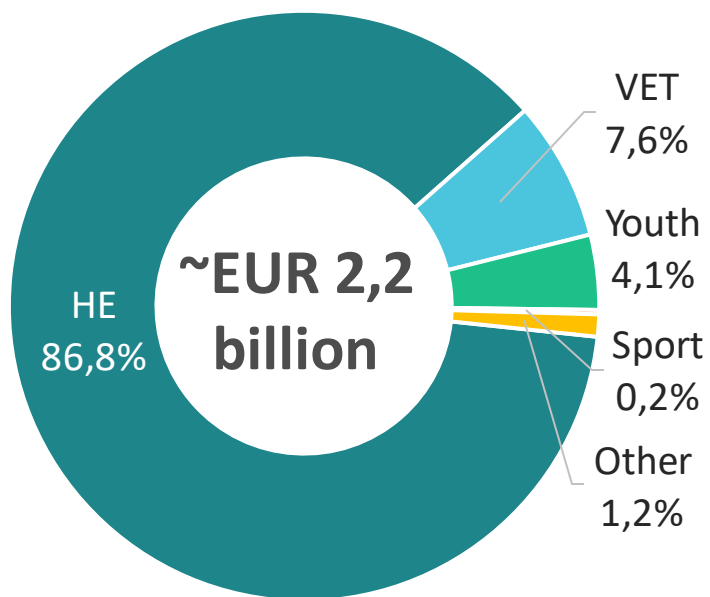


# International dimension of Erasmus+ 2021-2027



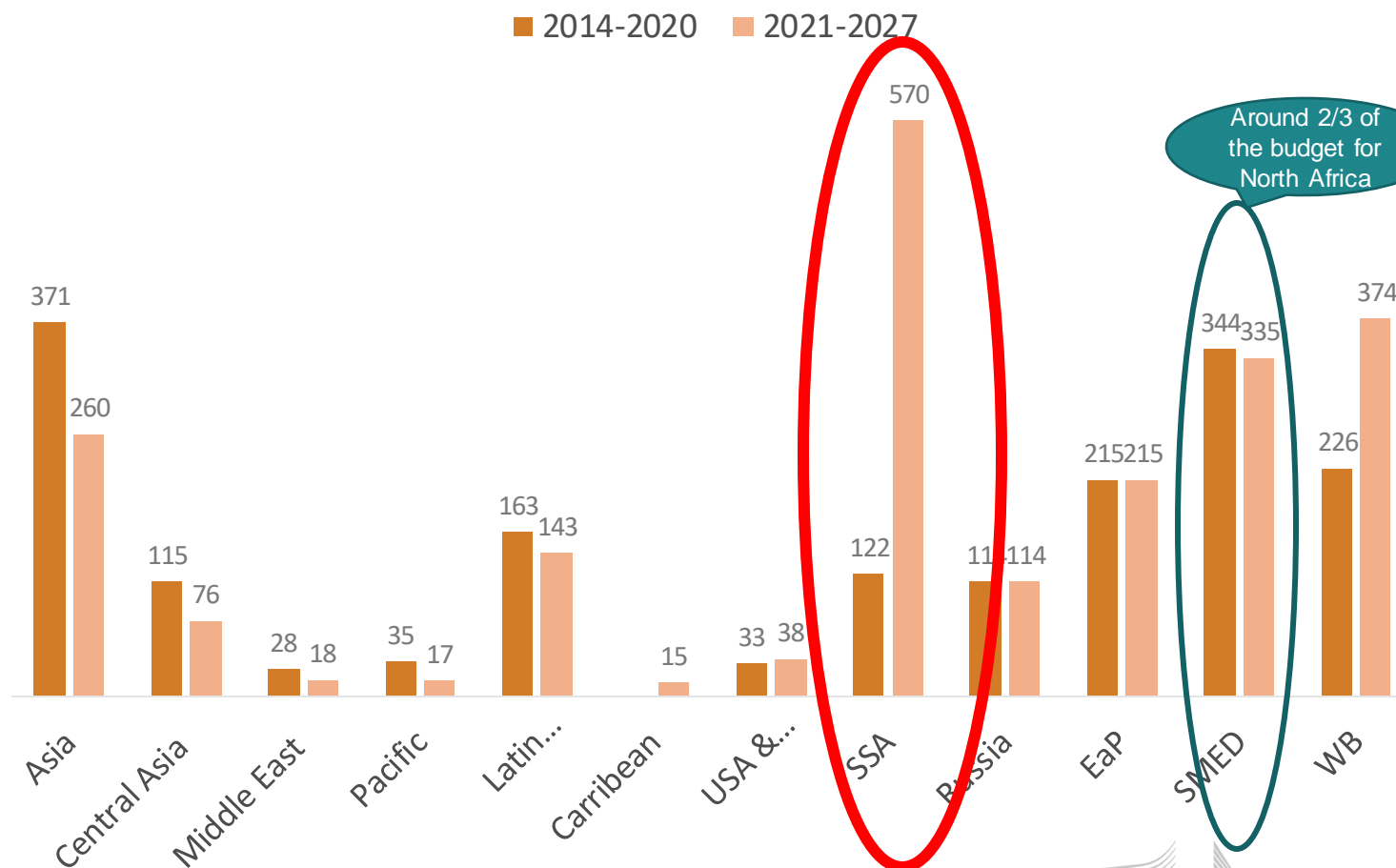
# International dimension of Erasmus+: funding

International actions budget (H6)  
per sector  
2021-2027



2014 – 2020  
~EUR 1,8 billion

H6 budget per region (in million EUR)



# What is available for Sub-Saharan Africa - Overview

## HIGHER EDUCATION

- **International Credit Mobility**
- **Erasmus Mundus Joint Masters & Erasmus Mundus Design Measures**
- **Capacity Building for Higher Education**
- **Jean Monnet activities**
- **Alumni Association**
- European Outgoing mobility
- Cooperation Partnerships\*
- Alliances for Innovation\*

## VOCATIONAL EDUCATION AND TRAINING

- **Capacity Building in VET**
- European outgoing VET mobility
- Centres of Vocational Excellence\*
- Alliances for Innovation\*
- Cooperation Partnerships\*

## YOUTH / HIGHER EDUCATION

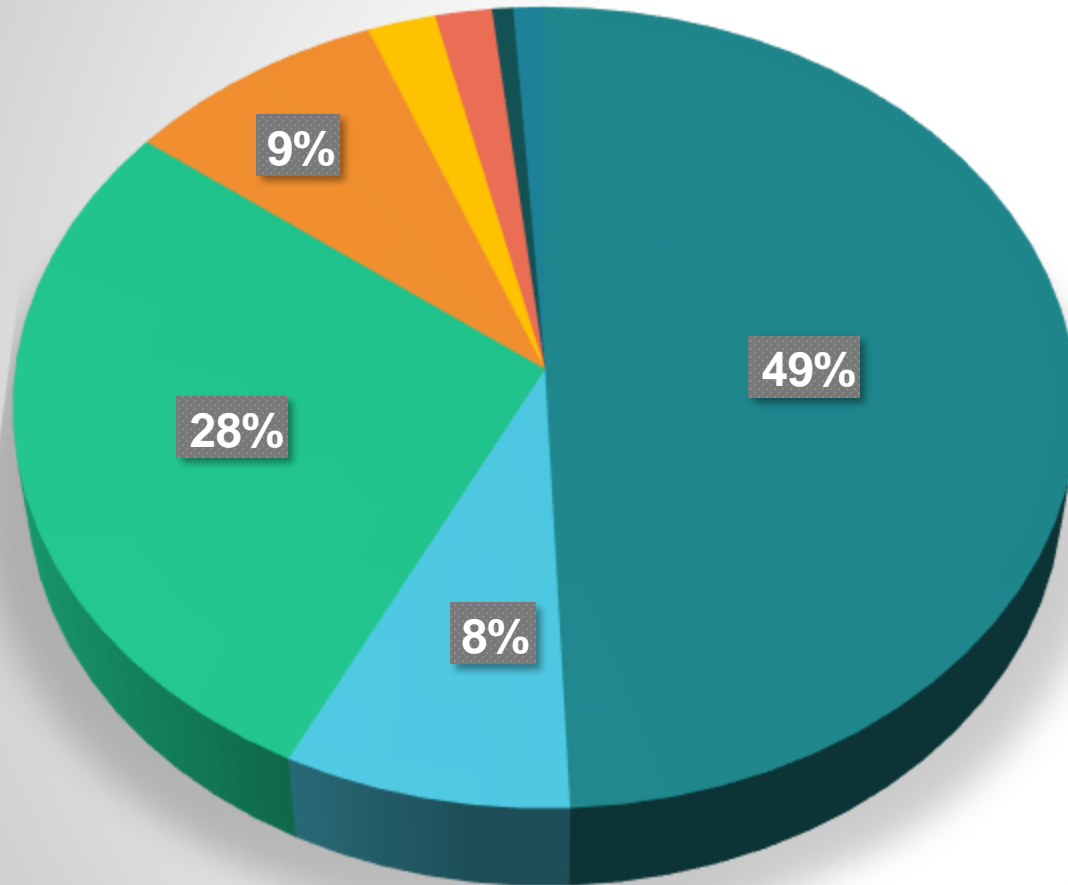
- **Virtual Exchanges**
- Cooperation Partnerships\*

\* Conditional access - Partners from Non-Associated countries must prove added-value to the project



# Erasmus+ budget allocation for Sub-Saharan Africa

570,2 M€ for Sub-Saharan Africa 2021-2027



- International credit Mobility
- Erasmus Mundus Joint Masters
- Capacity Building in Higher Education
- Capacity Building in VET
- Virtual Exchanges
- Jean Monnet Actions
- Alumni
- Erasmus+ Focal Points



# International Credit mobility in practice

- The European University and its partner institution in a non-associated country sign an **inter-institutional agreement**.
- A **grant agreement** links the European University and its E+ national agency.
- A **Participant Grant agreement** links the individual with the European university
- A **learning learning/mobility agreement** links the participant to the sending and hosting institutions.



## Organisational support

EUR 500/participant



## Individual support

EUR 700-900/month for students and  
EUR 140-180/day for staff

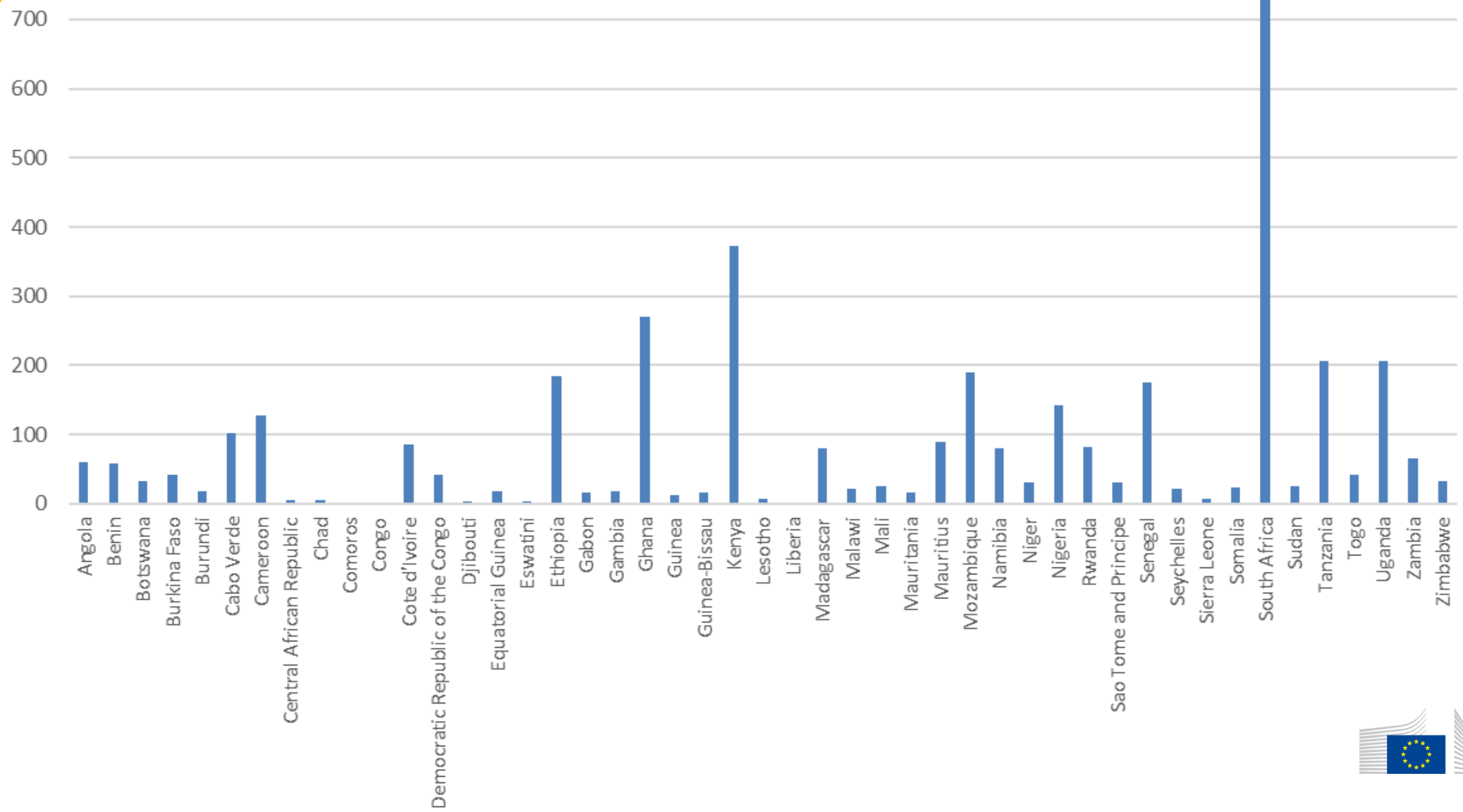
EUR 79/day up to the 14th day of activity and EUR 56/day from 15th to the 30th day of activity in case of blended mobility



## Contribution to travel costs

EUR 20-1500, depending on distance travelled

# International credit mobility partnerships (sub-Saharan)



# International credit mobility partnerships: Burkina Faso

Partnerships between Burkina Faso and EU 27 + 6 countries



# ICM pushing systems

## Mechanics

- Inter-institutional agreement
- Student learning agreement
- Selection and recognition
- Credits and recognition

## Capacities

- IRO
- Mobility for administrative staff
- Internationalisation at home
- Preparedness and spin-offs

# ICM pushing systems

## Mechanics

- These Erasmus+ projects are the ones the EU funds, as they are the best proposals in open, bottom-up calls. Are these the sorts of projects that you need?
- Are the results of the projects useful and visible enough for others?
- What can National Agencies offer in the way of experience? Though what channels? What do

# Erasmus Mundus Joint Masters (EMJM)

Coordinator  
can be in  
Africa

## University perspective

- Integrated Masters of excellence offered by a consortium of universities. At least 3 partners from 3 countries (including 2 European ones)
- Jointly delivered programmes with study in 2+ countries, of which at least one must be an EU Member State or third country associated to the programme
- Aim to attract the best students in the world through EU-funded scholarships
- 6-year project – 4 cohorts of students

African  
students can  
apply

## Student perspective

Annual selection cycles by each master program

Joint degree or multiple degrees

Generous scholarships

Mobility between countries integrated in Master programme

Students apply online without the intermediary of their home university

[https://www.eacea.ec.europa.eu/scholarships/emjmd-catalogue\\_en](https://www.eacea.ec.europa.eu/scholarships/emjmd-catalogue_en)

# Mundus pushing systems

## As a partner

- Consortium partnership: design and delivery
- Hosting students modules
- Awarding degree
- Credits, recognition, selection

## As an associate

- Contribute to teaching
- Guest lecturers
- Hosting fieldwork, placements
- Promoting the programme
- Recruiting students

# Capacity building for Higher Education

- Develop and adapt curricula, in terms of content and teaching/learning methods
- Support university-enterprise cooperation
- Work on upskilling of academic and administrative staff
- Reform of governance and management systems at national, regional or HEI level
- Foster internationalisation of universities in research, scientific and technological innovation
- Introduce Bologna-type reforms at institutional, national or regional level
- Develop new approaches and tools for policy making and monitoring

160 M€ for SSA  
over 6 years !

**The Applicant** can be in Europe or in an African Country.

Minimum 4 organisations  
Minimum 1 HEI from 2 Programme Countries and  
2 HEIs from one or more Non Associated  
Countries.

The number of organisations from Programme countries should not be higher than the number of organisations from Non Associated countries



# One action – 3 strands to better answer needs

## FOSTERING ACCESS TO COOPERATION IN HIGHER EDUCATION

- Smaller scope projects
- Focused on higher education institutions.
- Designed for newcomers to the programme, less involved countries/regions, and for disadvantaged target groups.
- Enhance management capacities, quality of education and accessibility
- Budget between 200 000 and 400 000€
- 2-3 years.

## PARTNERSHIPS FOR TRANSFORMATION IN HIGHER EDUCATION

- Focused on higher education institutions and local actors linked with industry
- Designed to have a larger impact on innovation, university/business relations and institutional governance.
- Promoting reforms in universities
- Budget between 400 000 and 800 000€
- 2-3 years.

## STRUCTURAL REFORM PROJECTS

- Focus on macro level policy reforms
- Involve national competent authorities, HE sector and institutions
- Support Policy making (expert advice, training, creation of representative bodies ...)
- Develop Implementation of tools (Quality assurance, credit systems, accreditation procedures, recognition...)
- Support Internationalisation (Bologna type reforms, surveys and studies...)
- Budget between 800 000 and 1M€
- 3-4 years.

# Capacity-building pushing systems

## Systems

- Strand 3 projects (ex Structural Projects) involve Ministries
- Reform is a target ever since Tempus (1990)
- Governance at institutional level
- Policy reform for national authorities

## Techniques

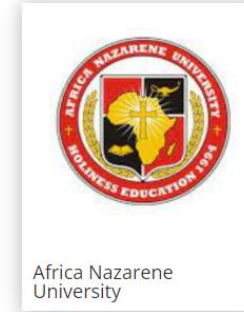
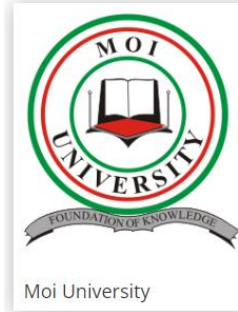
- Build research capacities and competences
- New learning for new needs
- New teaching methods
- Assessment

# Internationalization and Digitalization of Graduate Training and Research for Africa's Regional and Global Development Goals

(DigiGrad Africa Project)



## Participating African Universities



## Participating European Universities



[DigiGrad Project Page | ANIE \(anienetwork.org\)](https://anienetwork.org)

Coordinated by the African Network for Internationalization of Education (ANIE)



# WITH - Boosting Women Entrepreneurship Education in Tourism and Hospitality in Sub-Saharan Africa



- Empower young women on the soft skills and personal and social competences to succeed as entrepreneurs in the tourism and hospitality industry.
- Support trainers and educators in updating their knowledge and practices aligned with labour market needs and international practices.
- Introduce, promote and raise awareness on the concept of sustainable tourism and hospitality.
- Boost the definition of demand-oriented and competence-based pathways through reinforced links between public and private institutions active in VET and in the labour market.



# Another example

**IQAT – Enhancing capacities in implementation of institutional quality assurance systems and typology using Bologna process principles**

- Coordinated by Prague (CZ)
- Focused on Kazakhstan and Uzbekistan
- Other partners from Latvia, Slovakia and Spain

**2015 – 2017 – results**



Project title:  
Enhancing capacities in implementation of institutional quality assurance systems and typology using Bologna process principles (IQAT)

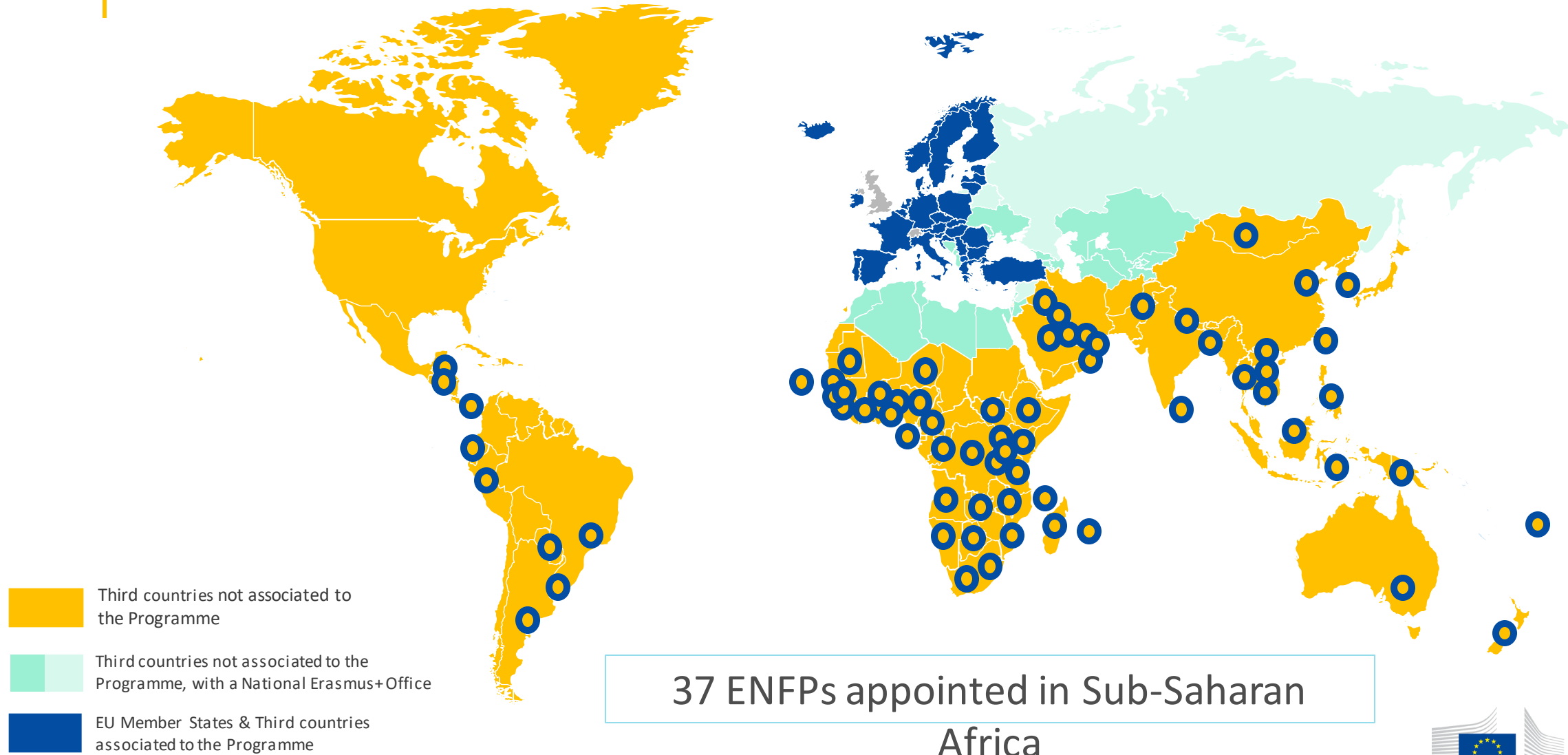
Submission number: 561685-EPP-1-2015-1-CZ-EPPKA2-CBHE-JP

**Comparative study of Uzbek and Kazakh higher education institutions participating in IQAT project with respect to quality assurance and European Standards and Guidelines for Quality Assurance**



# E+ National Focal Points

[Erasmus+ National Focal Points | Erasmus+ \(europa.eu\)](#)





# Erasmus+ website... page



EN English

## Erasmus+

EU programme for education, training, youth and sport

Home

About Erasmus+ ▼

**Opportunities ▼**

Programme Guide

Resources and tools ▼

News

### Overview of opportunities under Erasmus+

Introduction to the opportunities and advice on how to apply.

### Individuals

Students, staff, trainees, adult learners, exchanges and networking.

### Organisations

Learning mobility, innovation, support for policy reform, Jean Monnet, sport.

### Applying from outside the EU

Selected opportunities are available. See what actions you can apply for.



Let's hear from the panel.







## Questions

These Erasmus+ projects are the ones the EU funds, as they are the best proposals in open, bottom-up calls. Are these the sorts of projects that you need?

Are the results of the projects useful and visible enough for others?

What can National Agencies offer in the way of experience? Through what channels? What do EM Member States offer? Do Member States get together as Team Europe here?



## Questions

What are individual universities looking for – management ideas for institutional management, or policy reform? In other words, is the Strand 3 approach the right way?

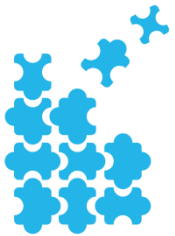
Do these projects go all the way? I.e. do projects focused on QA actually improve quality within an institution? Is this a work package of the project?

What's the heritage of the Tuning approach?

# The “Bologna Process”, the EHEA, and the role of Global Policy Dialogue

Prof. Dr. Ann Katherine Isaacs  
Co-Chair, EHEA Coordination Group on Global Policy Dialogue (CG GPD)  
Co-Chair, EHEA Bologna Implementation Coordination Group (BICG)

Barcelona, 18 January 2024

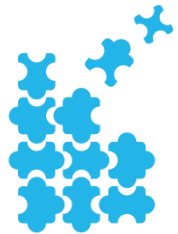


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## *Summary*

1. What the EHEA and the «Bologna Process» is
2. How the EHEA works, and wishes to build dialogue
3. Possible themes
4. Conclusions



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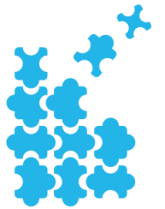


## 1. First of all ...

«**Bologna**» is a process: a cooperation process that has developed over decades and **continues to develop** new tools and perspectives in a changing higher education world.

«**Bologna**» is not a ‘quality label’, it is not a quick recipe, it is not a short cut to higher education modernization and reform.

.... But **it can be a model** and a **source of inspiration** for countries interested in higher education reform and in developing cooperation with other parts of the world.



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The **European Higher Education Area**, with its orientations, achievements, tools and activities is the product of the «Bologna Process».



The **European Higher Education Area** is not the same as the European Union!



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It includes the EU countries and many more.

Membership is restricted to countries that are members of the **Council of Europe**, and signatories of the **European Cultural Convention**.

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

The 'Bologna Process' has its **roots** in the 1980s and the hopes for stronger cooperation in the European Community (later the European Union): at that time the higher education systems in Europe were very different, so different that transfer of students from one country to another was in practice very difficult, as was the recognition of their studies.



The basic idea of agreeing on certain common structural reforms was first expressed at the **Sorbonne** in September 1998 by the Ministers of Education of France, Italy, Germany and UK.

The next year (June 1999), in response to an open call, 29 countries came to **Bologna** and committed to work together to make their HE systems compatible.

That was the '**birth certificate**' of 'Bologna'.







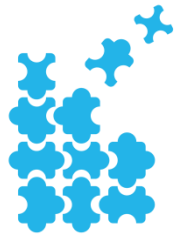
# Bologna Declaration 1999 Signatories



- Yellow: EU
- Green: EFTA
- Orange: Non-EU, non EFTA (in 1999)

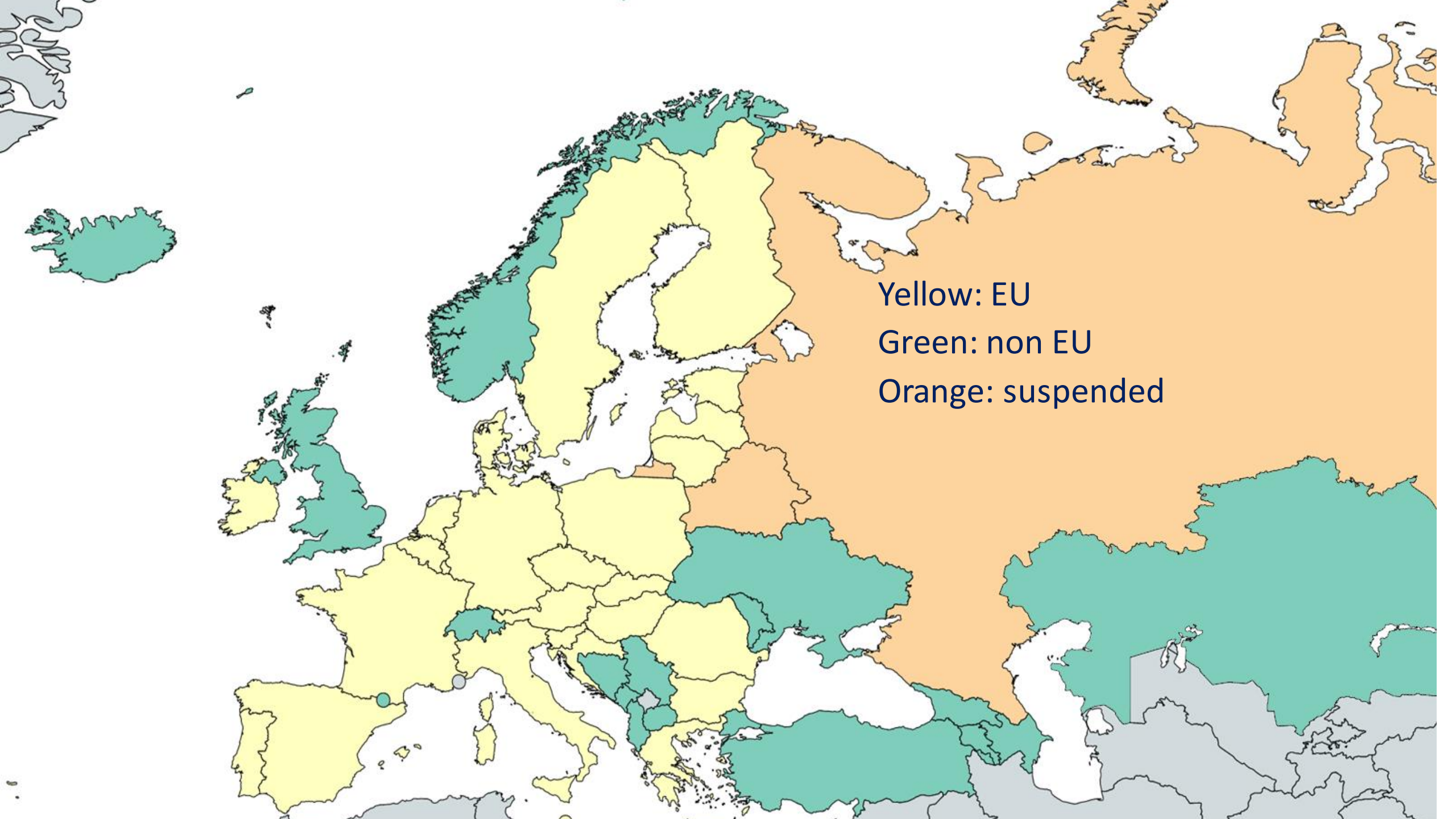
Since then 'Bologna' has **grown**.

In the **number** of countries it comprises, and also in the **aspects** of higher education that it addresses, and in its **aspirations**.



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# Rome Ministerial Communiqué

19 NOVEMBER 2020

**The Rome 2020 Communiqué illustrates the EHEA ‘vision’ for European and Global HE in 2030.**

[https://www.ehea.info/Upload/Rome\\_Ministerial\\_Communique.pdf](https://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf)

*The next Communiqué (Tirana 2024) is being written, it is in draft form.*

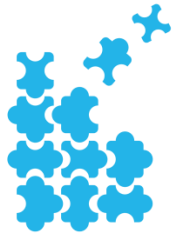


## 2. How 'Bologna' works

The EHEA is **not** the EU!

The **European Union** -- something between a federation and a confederation – has no 'hard power' over education – although it provides important support to HE and to the EHEA.

The **European Higher Education Area** is a 'loose intergovernmental cooperation', with **no 'hard power' at all**: it works through **consensus of Ministers**, in practice, representatives of the 'members' **Ministries of Education**, with the contribution of the **Consultative Members**, the transnational stakeholder organizations (BusinessEurope, Council of Europe, EI-ETUCE, ENQA, ESU, EUA, EURASHE, UNESCO).



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The **Bologna Follow Up Group (BFUG)** is the organism that **supports** the operation of the EHEA between Ministerial Conferences.

It is formed of **two delegates** designated by **each member country**, delegates from the 'Consultative members' (the organizations): more than 100 people, who meet at least once a semester.



# The BFUG has many Working Groups that meet and work constantly to move forward on many themes:

- Learning, Teaching and Assessment,
- Social Dimension
- Fundamental Values (academic freedom, institutional autonomy, public responsibility)
- Linking Teaching and Research
- Monitoring
- Enhancing Knowledge Sharing\*

## There are two 'Coordination Groups':

- Bologna Implementation Coordination Group
- Coordination Group on Global Policy Dialogue\*

\*supported by the IN-GLOBAL project,  
more information on [www.in-global.eu](http://www.in-global.eu)



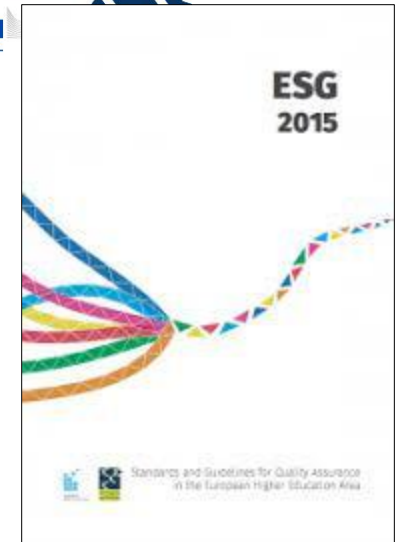


The EHEA in 2018 identified three «**Key Commitments**», the very basic elements which **must** be implemented in all EHEA countries in order to ensure easy and transparent mobility and quality higher education:

- the **Qualifications Frameworks** (QF-EHEA; EQF) and the European Credit Transfer and Accumulation System (ECTS) according to the **2015 edition of the ECTS Users' Guide**;
- **Lisbon Recognition Convention** and **Diploma Supplement**
- **Quality Assurance** according to the **ESG** (Standards and Guidelines for Quality Assurance in the European Higher Education Area)



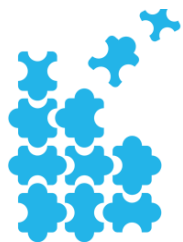
ECTS Users' Guide



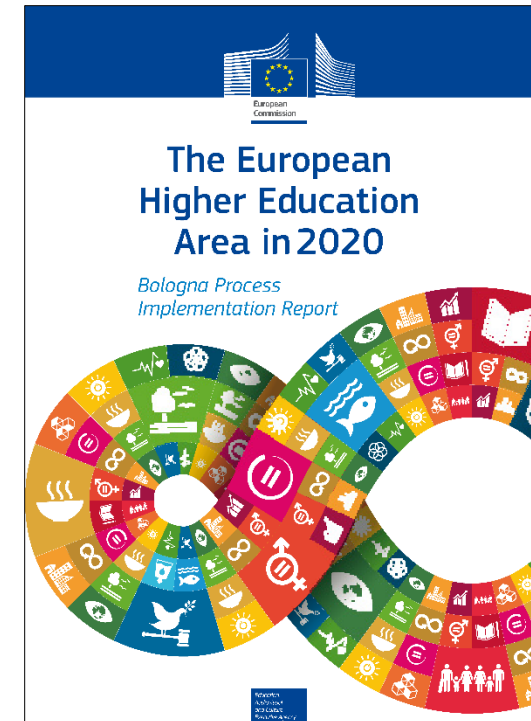


The full implementation of the 'Key Commitments' is overseen by the «**Bologna Implementation Coordination Group (BICG)**» and monitored by the working group on Monitoring.

The BICG coordinates three '**Thematic Peer Groups**' to which almost all 'members' (countries) belong, and where, through peer support and knowledge sharing, we try to ensure complete and compatible implementation in all countries.

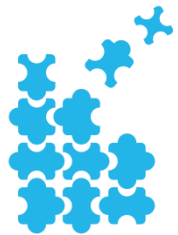


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**Mobility** is at the heart of Bologna, and the EHEA: It is connected to the 'vision' (hypothesis/hope) that 'Europe' could/can become a place of **free, untrammelled, fair and well documented mobility**, for education, as well as for the 'economy' and for employment.

The EHEA **extends that hope to other world regions**, and entrusts its **Coordination Group on Global Policy Dialogue** with working for that end.



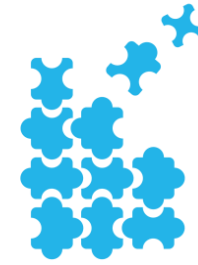
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# Members of the Coordination Group on Global Policy Dialogue

Albania  
Austria  
Belgium Flemish Community  
Belgium French Community  
Cyprus  
EI-ETUCE  
ENQA – European Association  
for Quality Assurance in Higher  
Education  
ESU – European Students' Union  
EUA – European University  
Association  
European Commission

France  
Germany  
Holy See  
Ireland  
Italy  
Kazakhstan  
Malta  
Montenegro  
The Netherlands  
Romania  
Spain  
Ukraine;  
UNESCO  
United Kingdom.



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## The CG GPD works to build cooperation with other world regions, and sees the following as possible building blocks:

1. shared interest in equitable and balanced mobility
2. shared principles of quality enhancement and assurance
3. reciprocal referencing of Qualifications Frameworks and of credit systems to facilitate recognition and mobility
4. development of transparent, compatible and secure systems for transfer of learners' records
5. further development of competence- output based student-centered Learning Teaching and Assessment, and flexible learning paths,
6. development and implementation of digitally enhanced international learning environments and mobility



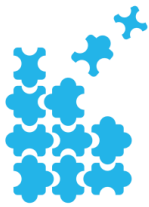
## 4. Conclusions (1)

1. Bologna is a '**process**' that started long ago and **continues to develop**.
2. The European Higher Education Area is the **product and protagonist** of that process. Its general goal is to ensure the quality, the relevance and the compatibility of its higher education systems.
3. The EHEA seeks **dialogue** with other countries and macro-regions, in the general framework of reciprocal efforts to achieve the UN SDGs and fair and inclusive education for everyone.



Thank you!  
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<http://www.ehea.info/>



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# Results of the Africa-EHEA Conversations in the context of the CG GPD

**Caroline Hollela**

Service de la dimension internationale de l'enseignement supérieur

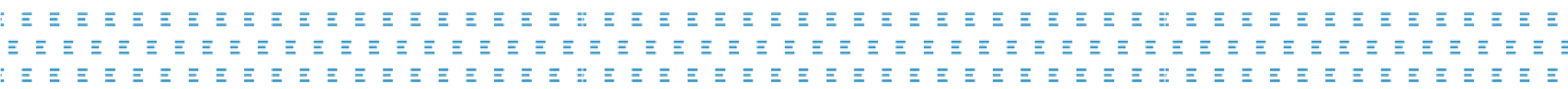
Direction générale de l'Enseignement supérieur, de l'Enseignement tout au long de la vie et de la Recherche scientifique

**2024**

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# Plan

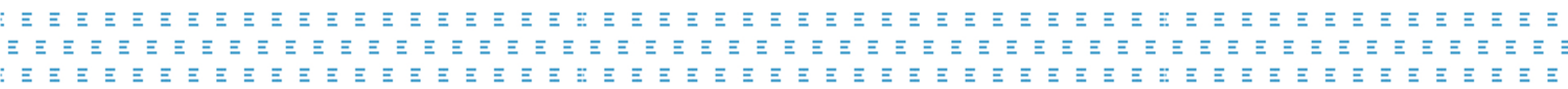
1. Who are we?
2. Aim & output
3. Lessons learned
4. Conclusions





# Who are we?

- **Who:** member states & organizations of the EHEA
- **Direction:** ministries of higher education (cf. Rome 2020)
- Concretely: People contributing to the Global Policy Dialogue volunteer their own time without any extra budget
- **Aim:** to foster dialogue between the EHEA and **countries & organizations** across **Africa**



# Aim & output

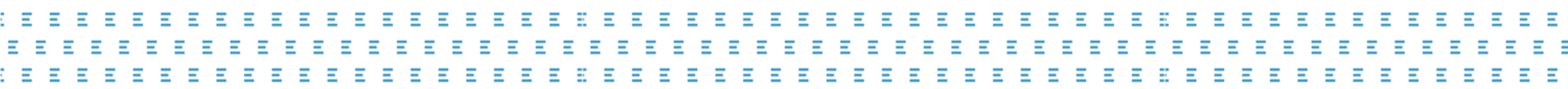
- **Aim:** build bridges
- **Tool:** online informal conferences = « **Conversations** »
- **3 steps:**
  - EHEA **counterpart** in Africa?
  - Identification of **topics** which might be worth to deepening collaborations
    - **Mobility** of students → **recognition** and **quality assurance**
  - **Linguistic diversity**

# Conversations

- Our dedicated group organized:
  - In December 2022:  
***"How Do We Do Academic Recognition?  
A Conversation on Instruments, Tools and Practices at Regional and National Level  
in Europe and Africa"***  
Article: <https://ehea.info/Upload/Article%20EHEA-Africa%20Conversation%201%20for%20publication.pdf>
  - In June 2023:  
***"Recognition For Lifelong Learning. Perspectives in the European Higher Education  
Area, Africa and the Near East"***  
Recording + Article: <https://www.in-global.eu/2023/01/06/ehea-africa-conversation-2/>
  - Today!

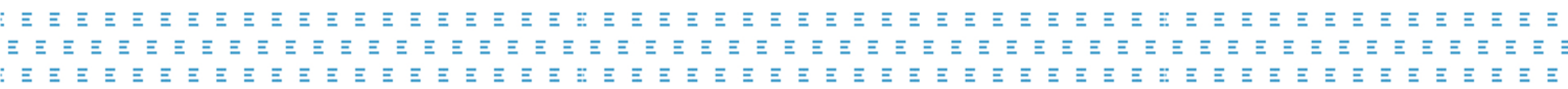
# Lessons learned

- Going beyond the traditional **North/South narrative**
- **Valuable insight**
- **Match expertise** between experts from Africa & EHEA
- Strong convergence of objectives on **making academic recognition viable**
- Same **challenges** in Europe in Africa



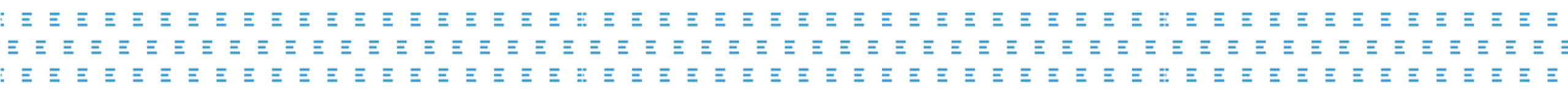
# Lessons learned - challenges

- 1. **Transparency & recognition tools** are really important to create **trust** among institutions  
> < **level of implementation** in Africa and in EHEA might extremely vary from one country to another which makes **recognition still challenging**;
- 2. Double edge of **digital transformation**: information **accessibility**  
> < hidden possibilities of **inequality** for students and risks of **security breaches**



# Lessons learned

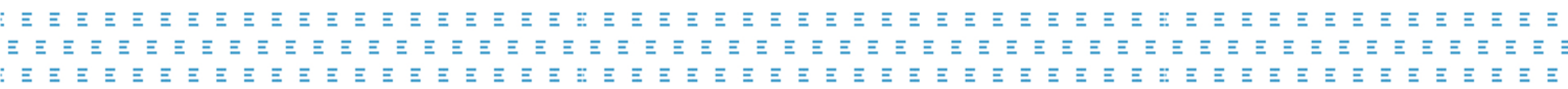
- 3. The **roles** of HE evolve everywhere:
  - HEIs must adapt to students and societal needs by **providing flexibles types of education** such as **microcredentials** (> common **definition** + meeting **quality** assurances standards).
  - Welcoming **new types of learners**, for example through the **recognition of prior/informal learning**: a priority in the context of lifelong learning



# Lessons learned

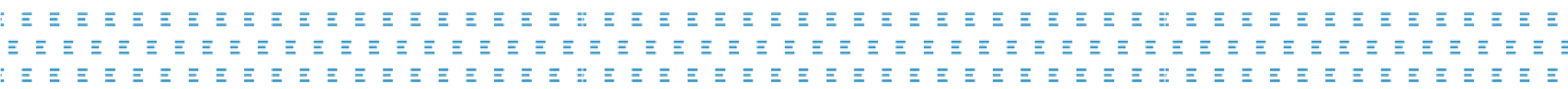
- 4. Support **refugees and migrants** to pursue their studies and have their **academic records recognized** in their resident countries.

**Fair and flexible recognition processes**, mainly in case of missing documents, are needed



# Conclusion

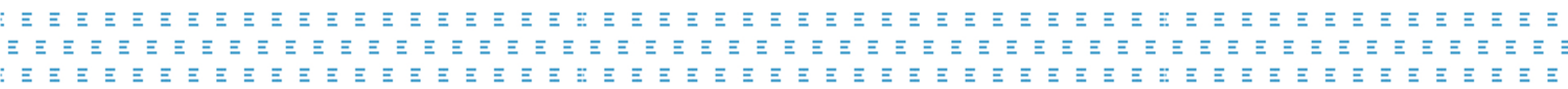
- Both in Africa and Europe:
  - HE systems must become more **agile** and adapt to a changing world
  - **Many ways to view higher education, beyond EHEA perspectives**
  - Importance of the role of authorities, institutions, stakeholders and the international community **to make people aware of lifelong learning offer**, and to make them **feel empowered** not only in terms of professional skills, but also in terms of personal development





- We look forward to **contributing even more** to these goals in the future and we are open to **suggestions ...**

**Thank you for your attention!**





# Making Academic Recognition Work

## Tools, Frameworks and Communication

Chiara Finocchietti, CIMEA-NARIC ITALIA





## **Co-chairs**

**Albania, France, Italy**

## **Members**

**(48 – 40 countries; 7 consultative members; EC)**

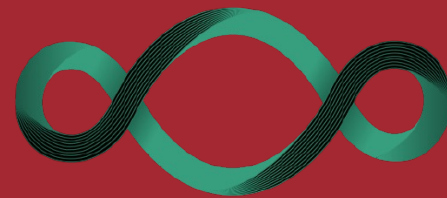
**Albania, Armenia, Austria, Azerbaijan, Belgium Flemish Community, Bosnia and Herzegovina, Bulgaria, Council of Europe, Croatia, Cyprus, Czech Republic, Denmark, EI - ETUCE, EQAR, Estonia, ESU - European Students' Union, EUA - European University Association, EURASHE, European Commission, France, Georgia, Germany, Greece, Holy See, Hungary, Ireland, Italy, Kazakhstan, Latvia, Lithuania, Malta, Moldova, Montenegro, The Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, San Marino, Serbia, Slovak Republic, Spain, Sweden, Switzerland, Ukraine, UNESCO, United Kingdom**



# 20 YEARS OF BOLOGNA PROCESS







**EHEAROME2020**



**Establishing the  
Legal  
Framework for  
LRC  
Implementation**



**Establishing the  
distribution of  
work and  
responsibilities  
among the  
competent  
institutions that  
have the right  
knowledge and  
capacity to carry  
out recognition  
procedures**



**Achieving  
Automatic  
Recognition**



**Recognition of  
Alternative  
Pathways**



**Qualifications  
held by  
Refugees**



**Optimising  
the potential  
of digital  
technology  
for the  
Recognition  
Agenda and  
Diploma  
Supplement**

**COOPERATION WITH HEIs**

**SYNERGIES WITH RELEVANT INITIATIVES (EU PROJECTS, BOLOGNA PROCESS ACTIVITIES)**

**COOPERATION WITH THE OTHER TPGs**



# PEER SUPPORT

Methodology

SHARING INPUTS AND PREFERENCES TO SHAPE THE WORK ON THE BASIS OF THE TPG B MEMBERS' INPUT

MONITORING: 3 QUESTIONNAIRES

MIX OF PLENARY MEETINGS/SMALL GROUP DISCUSSIONS AND PEER SUPPORT ACTIVITIES

STAFF MOBILITY

## Priorities

- Digital technology for the recognition agenda and the Diploma Supplement.
- Recognition of alternative pathways.
- Achieving automatic recognition.
- Distribution of work and responsibilities among the competent institutions for recognition procedures.
- Ensuring the fair recognition of qualifications held by refugees.
- Establishing the legal framework to allow the implementation of the LRC.



3 PUBLIC SEMINARS



PEER SUPPORT ACTIVITIES



7 TPG B MEETINGS



4 PUBLICATIONS



12 STAFF MOBILITIES (15 countries)



# Optimising the potential of Digital technology for Recognition and Diploma Supplement



**18 January 2022 online**  
Working groups on the 3 dimensions of digitalisation:

- Secure, trusted, and transparent data provision
- Platforms for credential sharing
- Criteria and principles of the LRC applied to the digitisation of the recognition process



Document focused on digital technology for the recognition agenda and the Diploma Supplement

**10 June 2022, Sèvres**  
Digitalisation for the recognition agenda. National experiences and structured discussion among TPGB members

**September, October and November 2023**

3 PLA on digital solutions: input, throughput and output



# Recognition of Alternative Pathways



**PUBLIC SEMINAR**

9- June 2022, Sèvres  
Main topics:

- Recognition of Prior Learning (RPL)
- Recognition of non-traditional learning
- Micro-credentials



**PEER SUPPORT ACTIVITY**

10 June 2022, Sèvres  
National experiences and structured discussion among TPGB members



**PUBLICATION**

Publication on micro-credential and recognition targeted to HEIs  
Cooperation of the three TPGs and WG on teaching and learning



# SOME OUTCOMES...

PEER SUPPORT  
APPROACH  
TO SUPPORT  
EXCHANGE OF  
PRACTICES AND  
APPROACH COMMOM  
CHALLENGES

COOPERATION AND  
SHARING OF  
KNOWLEDGE WITH  
HIGHER EDUCATION  
INSTITUTIONS,  
STUDENTS,  
NATIONAL  
AUTHORITIES

STUDENT AT THE  
CENTRE AND THE  
FOCUS ON  
LEARNING  
OUTCOMES

KNOWLEDGE OF  
SYSTEMS AND  
TRANSPARENCY  
OF INFORMATION

CULTURE OF  
RECOGNITION

COMMON LEXICON  
COMMON TOOLS  
AND INSTRUMENTS





# ITALY / PUBLIC DATABASE: ARDI

AUTOMATIC RECOGNITION DATABASE - ITALIA

ARDI describes 426 academic and upper secondary school qualifications from 55 countries signatory to the Lisbon Convention.

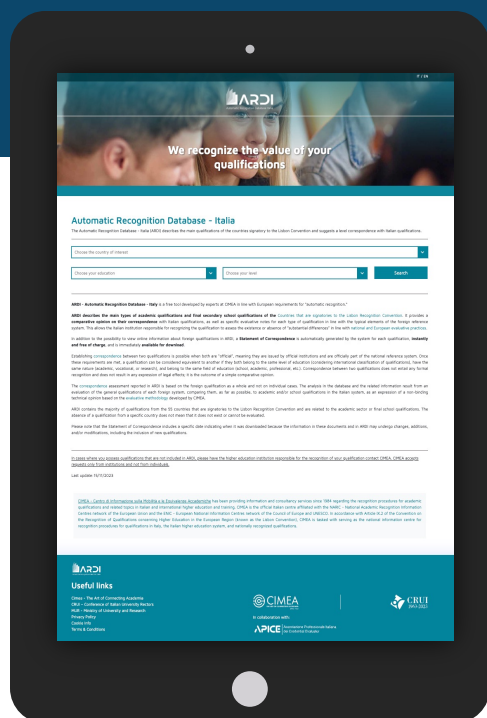
Its main objective is to provide a **comparative evaluation of the qualifications** of the countries belonging to the ENIC and NARIC networks compared to Italian qualifications.



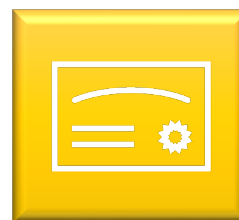
55 COUNTRIES



426 EVALUATIONS OF CORRISPONDENCE



318 HIGHER EDUCATION QUALIFICATIONS

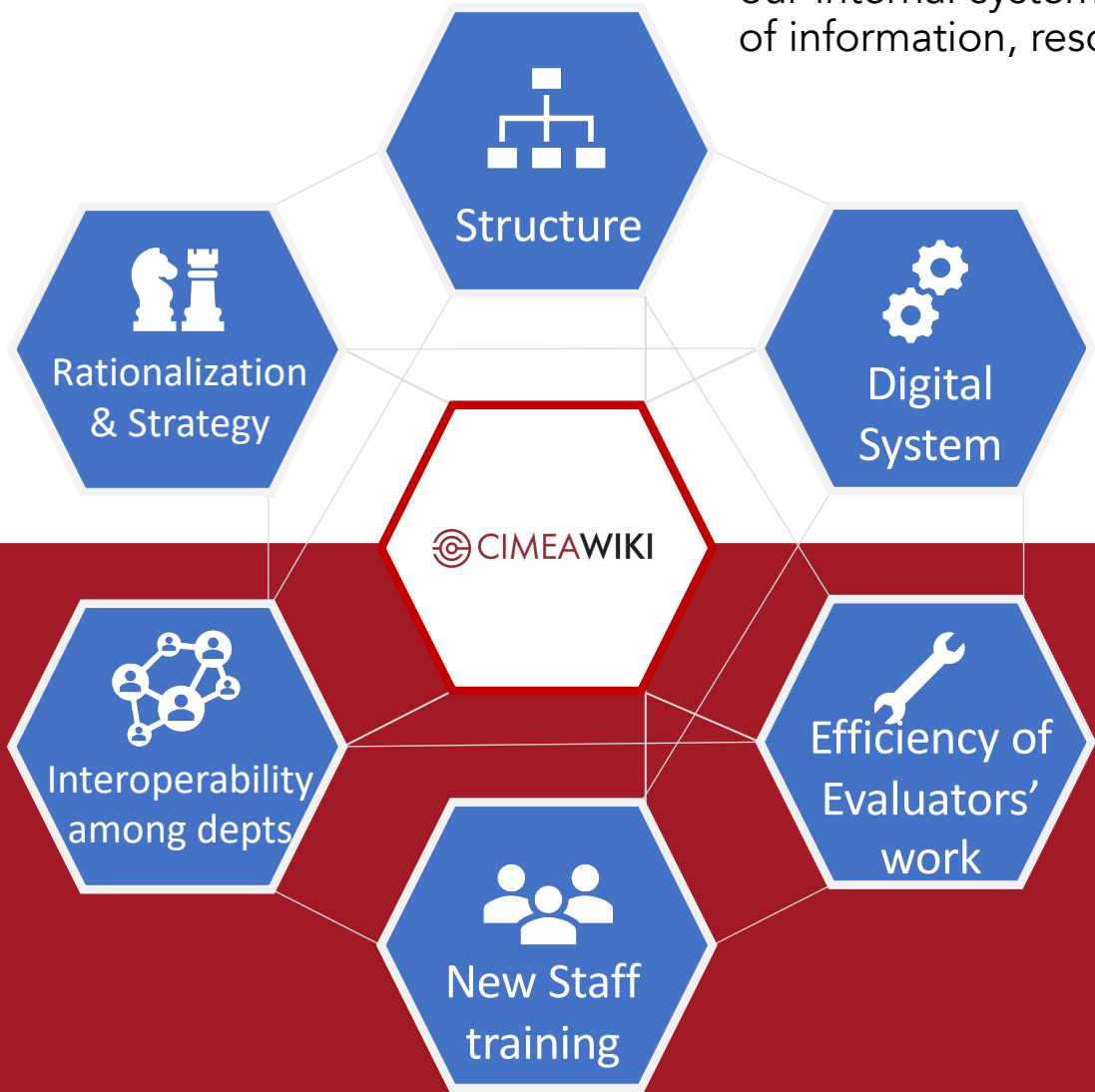


108 SCHOLASTIC QUALIFICATIONS

<https://ardi.cimea.it/en>

# ITALY / INTERNAL DATABASE: CIMEA WIKI

The introductions of the WIKI as a new information management system aims to improve our internal system affecting the following macroareas related to the collection and storage of information, resources and data



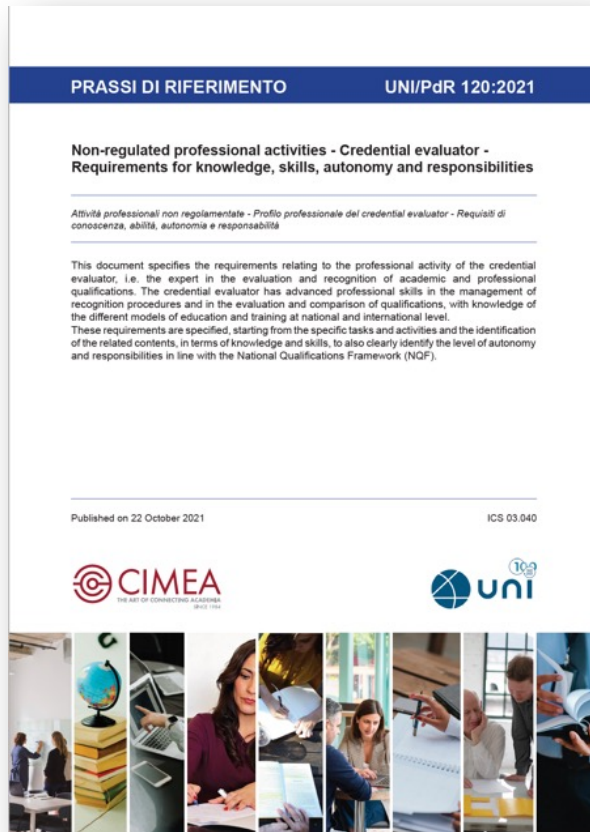
The screenshot displays the CIMEA WIKI interface. At the top, there is a 'COUNTRY NAVIGATION' menu with an alphabetical index (A-Z). Below this, a grid of country flags and names is organized by continent: AMERICA, EUROPE, AFRICA, ASIA, and OCEANIA. The 'Italy' page is selected, showing a search bar, a navigation sidebar, and a main content area with an 'INDEX' and 'INFORMATION' section. The 'INDEX' lists various educational resources and documents, while the 'INFORMATION' section includes a map of Italy and a 'Quadro dei Titoli Italiani dell'Istruzione Superiore' (Higher Education Qualifications Framework).

# APICE – the first Italian association of Credential Evaluators

## ➤ The UNI Reference Practice 120:2021

Transparent and analytic framework of the requirements related to the professional figure of the Credential Evaluator in terms of knowledge, skills, abilities.

➤ The first national network of experts in the evaluation and academic recognition of qualifications.

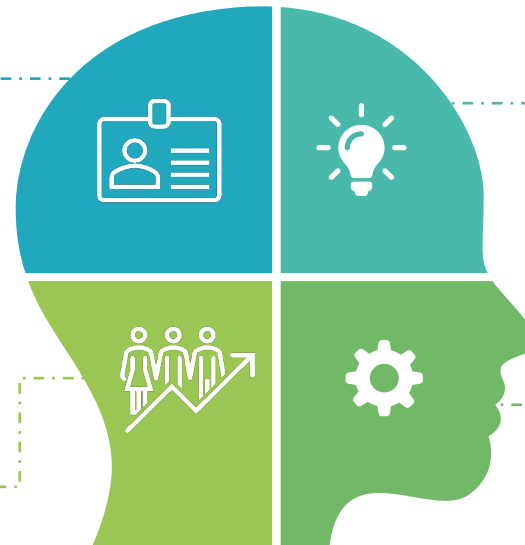


Definition

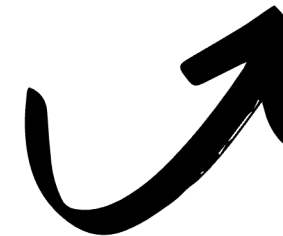
Knowledge and Skills

Levels

Task and Activities



[APICE website](#)










# Thank you!

All relevant materials available on the [EHEA](#) website

# Questions:


-  Can we identify some success factors?
-  Can we identify some follow-up issues?
-  Can we identify topics for further dialogue?



**Instructions**

Go to  
**www.menti.com**

Enter the code  
**8370 7850**



Or use QR code





# Making Academic Recognition Work

## Tools, Frameworks, and Communication

Chiara Finocchietti, CIMEA-NARIC ITALIA

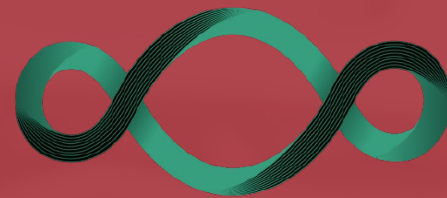




# 20 YEARS OF BOLOGNA PROCESS



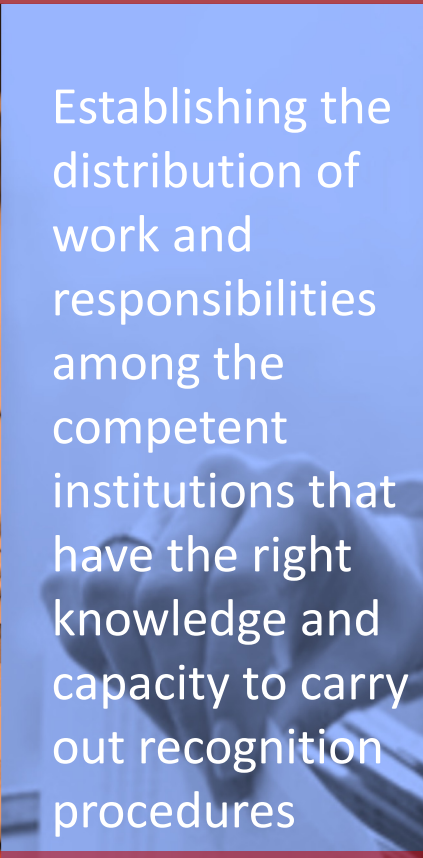




**EHEAROME2020**



**Establishing the Legal Framework for LRC Implementation**



Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures



Achieving Automatic Recognition



Recognition of Alternative Pathways



Qualifications held by Refugees



Optimising the potential of digital technology for the Recognition Agenda and Diploma Supplement

COOPERATION WITH HEIs.

SYNERGIES WITH RELEVANT INITIATIVES (EU PROJECTS, BOLOGNA PROCESS ACTIVITIES)

COOPERATION WITH THE OTHER TPGs



**FOCUS GROUPS**

**STAFF MOBILITIES**

**JOINT PUBLICATIONS**

**PEER LEARNING ACTIVITIES**



# Some outcomes along the road

DEEPER  
KNOWLEDGE OF  
SYSTEMS AND  
TRANSPARENCY  
OF INFORMATION

PEER SUPPORT  
APPROACH TO  
SOLVE COMMON  
CHALLENGES

CREATE A  
CULTURE OF  
RECOGNITION

COOPERATION  
AND SHARING OF  
KNOWLEDGE  
WITH HIGHER  
EDUCATION  
INSTITUTIONS,  
STUDENTS

STUDENT AT THE  
CENTRE AND THE  
FOCUS ON  
LEARNING  
OUTCOMES

COMMON  
LEXICON  
COMMON TOOLS  
AND  
INSTRUMENTS



# Why quality matters for recognition?

## Quality AND recognition

- ⚙️ Cooperation
- ⚙️ Knowledge and awareness about quality assurance mechanisms

## Quality OF recognition

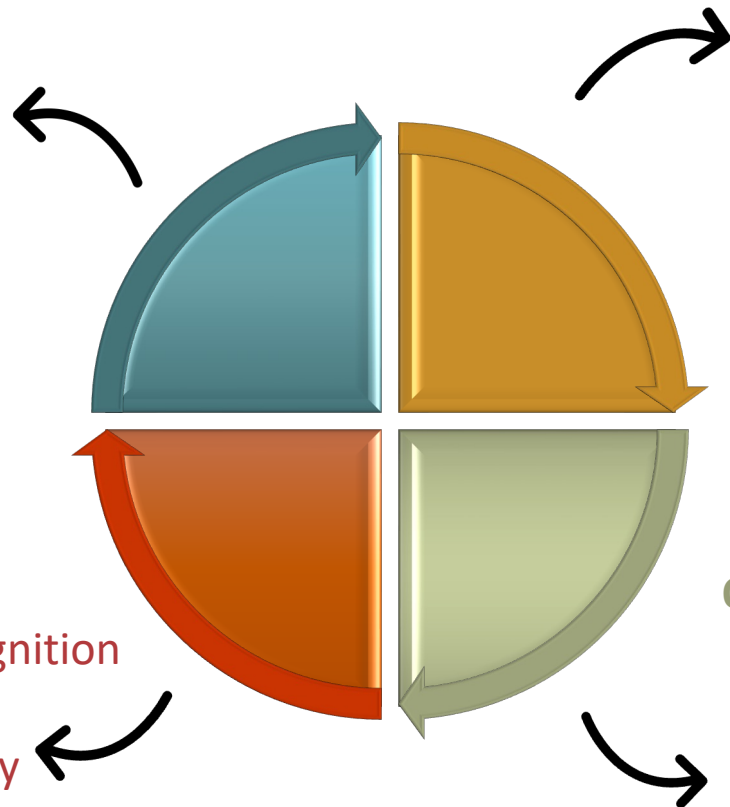
- ⚙️ Training
- ⚙️ Networking
- ⚙️ Community of practices

## Quality FOR recognition

- ⚙️ One of the 5 elements of recognition
- ⚙️ Transparent information
- ⚙️ Quality recognition for a quality education

## Quality IN recognition

- ⚙️ Procedures in line with ESG 1.4
- ⚙️ Peer support, capacity building
- ⚙️ Quality as «trust-enhancing tool enabling recognition»





# Thank you!

Chiara Finocchietti, CIMEA-NARIC ITALIA

All relevant materials available on the [EHEA](#) website






# Questions :

- ✎ Can we identify some success factors?
- ✎ Can we identify some follow-up issues?
- ✎ Can we identify topics for further dialogue?

## Instructions

Go to  
**[www.menti.com](https://www.menti.com)**

Enter the code  
**8370 7850**



Or use QR code

**AUTORITE NATIONALE D'ASSURANCE QUALITE DE L'ENSEIGNEMENT  
SUPERIEUR, DE LA RECHERCHE ET DE L'INNOVATION  
(ANAQ-Sup)**

**Thème : Contributions de l'Afrique dans la dynamique des  
systèmes de crédits, des conventions et des cadres de  
qualifications : Cas du Sénégal**

**Professeur Lamine GUEYE**

**ANAQ-Sup Sénégal**

Le 1<sup>er</sup> janvier 2024

[www.anaqsup.sn](http://www.anaqsup.sn)



**ANAQ-SUP**

# I. Contexte en Afrique

- **Population très jeune avec forte demande d'accès à l'emploi**
- **Augmentation des EES de 2006 à 2018 : 52%**
- **Accès : dédoublement du nombre d'étudiants: 9.600.000 en 2020**
- **Mobilité étudiante internationale accrue passant de 2 millions en 2000 à 6 millions en 2019**
- ❑ **Efficacités interne et externe encore faibles des systèmes d'enseignement supérieur;**
- ❑ **Intégration de plus importante des espaces économiques et les espaces académiques**
- ❑ **Développement de l'Internationalisation /coopération/compétition,**
- ❑ **Développement du digital avec la FOAD et les Universités virtuelles**



## **II. Stratégies développées par l'Afrique et les pays**

**Développement de stratégies pour relever ces défis:**

- ❑ Harmonisation des politiques, stratégies, mécanismes, pratiques en matière d'enseignement supérieur,**
- Agenda 2063 « L'Afrique que nous voulons », la Continental Education Strategy (CESA) Politiques d'enseignement supérieur et de recherche en soutien du développement économique à la ZLECAF**
- Convention d'Addis-Abeba relative à la reconnaissance des qualifications de l'enseignement supérieur;**
- Développement et harmonisation de l'assurance qualité (HAQAA, ASG-QA);**
- Construction du crédit africain;**
- Développement d'un cadre africain et de cadres nationaux de qualifications;**
- Réseautage et développement de structures régionales: CAMES, IUCEA, AUA, AUF**

# III Dans l'espace africain francophone et au Sénégal (1/2)

## □ Espace CAMES:

- Engagement régional avec le CAMES en 2006 d'implémenter le système LMD dans les 19 pays de son espace;
- Directive de l'UEMOA instruisant tous les pays de la zone économique d'accompagner la mise en œuvre du système LMD par des dispositifs d'assurance qualité;
- Création du Réseau d'Excellence de l'Enseignement supérieur en Afrique de l'Ouest (REESAO) pour soutenir la mise en œuvre du LMD;
- Définition du crédit dans l'espace CAMES (1 crédit est entre 20 et 25h)



ANA-SUP

# III Dans l'espace africain francophone et au Sénégal (2/2)

## □ Sénégal:

- Adoption du cadre du LMD en 2005 avec un changement de la loi et des décrets relatifs aux programmes de formation et aux diplômes en 2011 (plus de 20 lois et de décrets pris par le pays);
- Définition d'un crédit capitalisable et transférable égal à 20h une charge de TPE qui varie entre 6 et 10h;
- Mise en place de l'ANAQ-Sup pour garantir la qualité de l'enseignement supérieur, des EES et des programmes de formation;
- Développement du numérique éducatif (UNCHK, 2<sup>e</sup> université sénégalaise)
- Ratification et mise en œuvre de la convention d'Addis-Abeba en 2018 (assure la Présidence du bureau du comité);
- Processus de ratification de la convention globale (mondiale) en cours;
- Fort engagement dans le réseautage: RAFANAQ, AfriQAN et implication dans les projets HAQAA, ACQF,



ANAQ-SUP



# En conclusion

- ❑ A l'instar des régions du monde, si les pays africains ont développé des systèmes de crédits néanmoins il est important d'avoir un système africain de crédits transférables et capitalisables pour tout le continent;
- ❑ Le développement de système de crédit, de réseautage, d'AQ et CNQ favorisent l'atteinte des cibles de l'ODD4 en vue d'un accès équitable dans la région;
- ❑ La coopération entre les régions du monde (conventions régionales et convention mondiale) favorise la mobilité mondiale et le soutien mutuel des régions
- ❑ Défis : ratification des conventions par tous les pays, généralisation des CNQ et de l'Assurance qualité, mobilisation de ressources humaines et financières,



**Merci**



ANA  -SUP



unesco

# Flexibilization and Flexible Learning Pathways

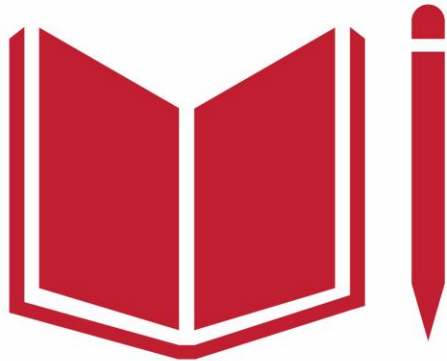
18 January 2024

Vanja Gutovic

UNESCO

# Why flexible learning pathways matter

## 4 QUALITY EDUCATION



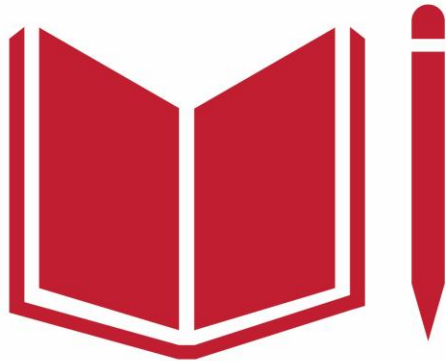
- Growing enrollments (235 million), the massification of higher education and technological advancements = **diversification** of higher education provision
- The **UN Education 2030** agenda recognizes that to strengthen equity and lifelong learning, education systems need to support flexible learning pathways

*“entry points and re-entry points at all ages and all educational levels, strengthened links between formal and non-formal structures, and recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education”*

- The 2021 **Futures of Education** report reiterates individuals’ right to have their learning recognized, even in non-formal and informal settings.
- The **WHEC 2022 Roadmap** also speaks about flexible learning pathways’ importance in enlarging educational opportunities

# Why flexible learning pathways matter

## 4 QUALITY EDUCATION



- Globally, 20% of the richest 25-to-29-year-olds completed at least four years of higher education, compared with less than 1% of the poorest. (UNESCO)
- In the EU, more than 40 % of 25-to-34-year-olds completed tertiary education (Eurostat). Not all enroll in courses for intellectual/professional development.
- Disadvantaged, marginalized and vulnerable groups are not being reached sufficiently through formal education.
- Flexible learning pathways can expand access and the right to higher education, increase learner choice, cater to the needs of more diverse learner communities and promote lifelong learning and continuous skill development.
- Their success depends on the capacity of education systems to enable recognition and quality assurance, but many countries still lack policy and regulatory frameworks.



# The example of micro-credentials



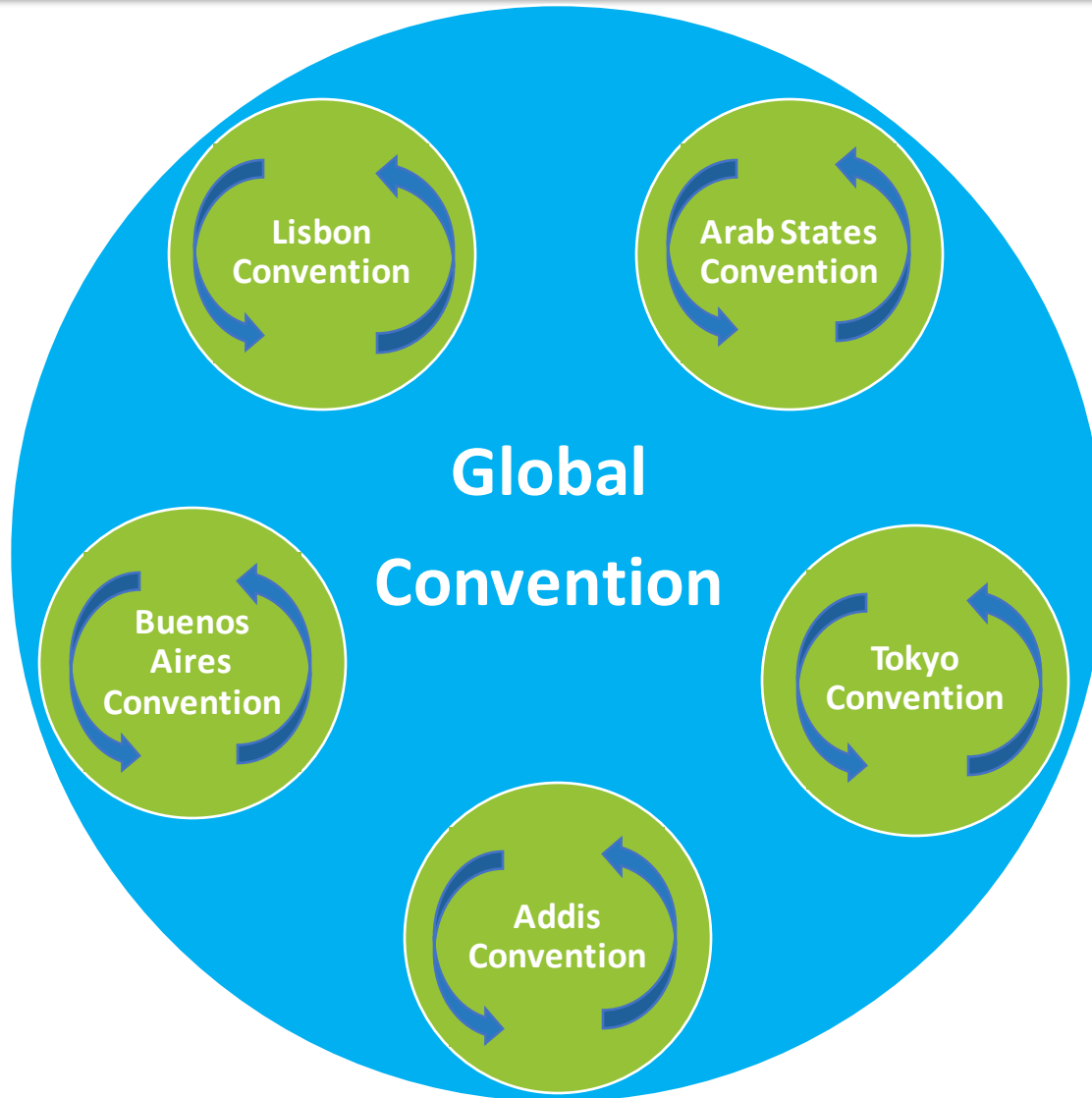
- **UNESCO's proposal for a universal definition of a micro-credential** (developed by a group of 50 experts):
  - a record of focused learning achievement, verifying what the learner knows, understands, or can do;
  - includes assessment based on clearly defined standards and awarded by a trusted provider;
  - has stand-alone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning;
  - meets the standards required by relevant quality assurance

# The example of micro-credentials



- Major initiatives have been launched by OECD countries and at the EU level, while in the Global South the tendency is at the provider level, notably through post-secondary institutions.
- **2022 Recommendation on a European approach to micro-credentials** for lifelong learning and employability
- **Key elements for the successful rollout:** functioning national qualifications framework, transparent recognition procedures, internal and external quality assurance, reliable assessment, facilities for digital storage, funding for learners and providers, and stakeholder engagement and development of easily accessible digital registers (*UNESCO-IIEP policy brief*)

# UNESCO's global ecosystem for recognition of qualifications



# Recognition of flexible learning pathways



- UNESCO **recognition conventions** establish that states should recognize partial studies and prior learning, thereby reinforcing the need to adopt flexible learning pathways
- The **Global Convention** on the Recognition of Qualifications concerning Higher Education calls for the recognition of qualifications obtained through non-traditional learning modes:  
*“formal, non-formal and informal mechanisms for the delivery of educational programmes and learning activities not primarily relying on face-to-face interaction between the educator and the learner”*
- It also includes definitions of formal learning, informal learning and non-formal learning

# Key UNESCO resources

- Towards a common definition of micro-credentials  
[unesdoc.unesco.org/ark:/48223/pf0000381668](https://unesdoc.unesco.org/ark:/48223/pf0000381668)
- Short courses, micro-credentials, and flexible learning pathways: A blueprint for policy development and action  
[unesdoc.unesco.org/ark:/48223/pf0000384326/PDF/384326eng.pdf.multi](https://unesdoc.unesco.org/ark:/48223/pf0000384326/PDF/384326eng.pdf.multi)
- SDG-4: Flexible learning pathways in higher education – from policy to practice: an international comparative analysis  
<https://unesdoc.unesco.org/ark:/48223/pf0000383069>
- Right to Higher Education <https://unesdoc.unesco.org/ark:/48223/pf0000382335>
- International Trends of Lifelong Learning in Higher Education  
[unesdoc.unesco.org/ark:/48223/pf0000385339](https://unesdoc.unesco.org/ark:/48223/pf0000385339)
- Futures of Education Report: <https://unesdoc.unesco.org/ark:/48223/pf0000379707>



# Thank you

Learn more: [www.unesco.org/education](http://www.unesco.org/education)

 @UNESCO

[v.gutovic@unesco.org](mailto:v.gutovic@unesco.org)

[www.unesco.org/en/education/higher-education](http://www.unesco.org/en/education/higher-education)



**unesco**

United Nations  
Educational, Scientific  
and Cultural Organization

Education  
2030 





# L'UNIVERSITÉ PANAFRICAINNE

# THE PAN AFRICAN UNIVERSITY

**Professeur Jean KOULIDIATI**

Recteur de l' Université Panafricaine

\*\*\*\*

Barcelone 17 – 18 décembre 2024

1. L'université Panafricaine a été créée par une décision des Chefs d'Etat et de Gouvernements de l'Union Africaine en **JUILLET 2010 à KAMPALA EN OUGANDA** ; (Assembly/AU/Dec.290 (XV));
2. Le 14 Décembre 2011, La Commission de l'Union Africaine décide de faire de l'Université Panafricaine un de ses Programmes Prioritaires (Flagship Program);
3. L'UPA a pour objectif de **REVITALISER L'ENSEIGNEMENT SUPÉRIEUR ET LA RECHERCHE EN AFRIQUE AFIN DE FOURNIR LES RESSOURCES HUMAINES NÉCESSAIRES À L'ACCOMPLISSEMENT DE L'AGENDA 2063**;
4. En Janvier 2018, Les Chefs d'État et de Gouvernements de l'Union Africaine décident d'associer à l'Université Panafricaine, **L'UNIVERSITÉ VIRTUELLE PANAFRICAINNE (PAVEU)** et d'en faire l'instrument d'apprentissage à distance de l'Université Panafricaine



# STRUCTURE DE L'UNIVERSITE PANAFRICAINNE



Pan African  
Virtual and  
E-University

PAU Rectorate  
In Yaoundé, Cameroon.

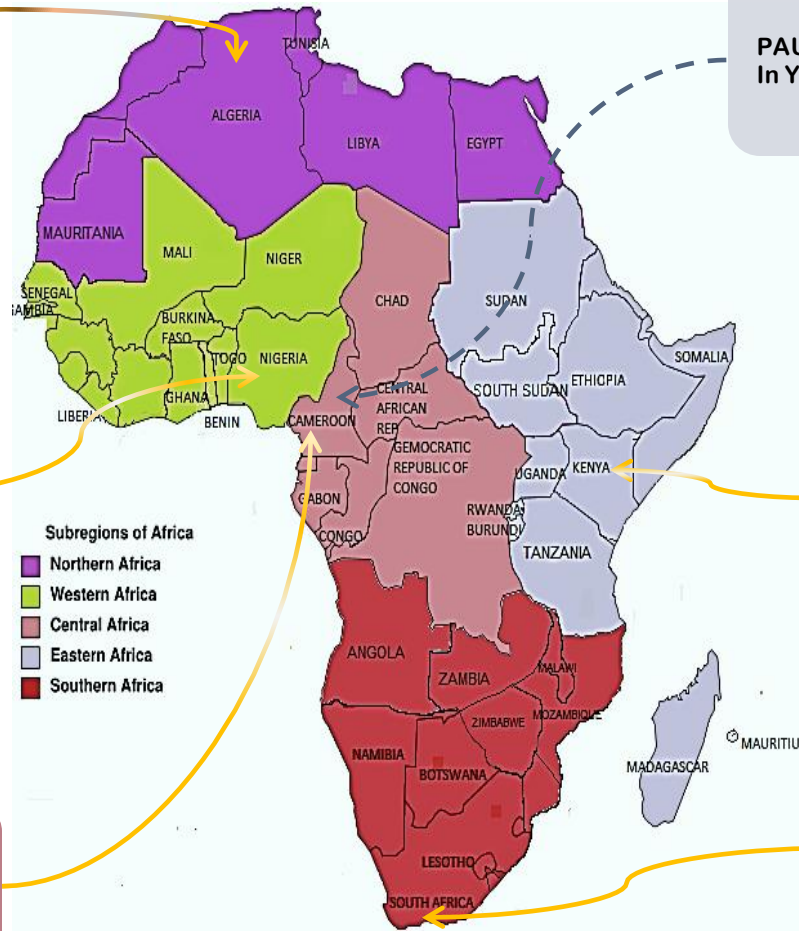
- Water & Energy Sciences (including Climate Change)
- University of Tlemcen ALGERIA
- (TP - Germany)

- Life & Earth Sciences
- University of Ibadan, NIGERIA

- Governance, Humanities and Social Sciences
- University of Yaoundé II Yaoundé, CAMEROON

- Basic Sciences, Technology and Innovation
- Jomo Kenyatta University of Agriculture & Technology Juja, KENYA,
- (TP - Japan)

- Space Sciences
- Cape Peninsula University of Technology + 7 SA Universities, SOUTH AFRICA
- (Potential TP-EU and USA )





**The world is constantly changing. New situations impose themselves on us. We must adapt. Youth or lifelong training programs must take this into account. So there is a requirement for flexibility. It is the cornerstone of learning**



# What is the current situation ?

In higher education, there are:

- Many new learner profiles
- Many new public, private and religious educational establishments



- **Many courses**
- **Considerable increase and diversification of training offers.**





**Question: Is there articulation between the programs and between the establishments? Can we produce flexible learning pathways? do French-speaking African countries have the means? Are the optional courses operational? Is the operation of the LMD system optimal? what issues? What challenges?**



**French-speaking Africa is plagued by an unstable political security situation, endemic poverty, problems of social cohesion, etc., which hampers development and puts this part of the continent on the margins of major world trade. This situation is of course contrasting. So many situations which relegate national education to the background: we must first exist as a nation, as a State.**



**One of the challenges is also How can we ensure that the development of digital education in Africa does not create new “forgotten people” on the least connected continent in the world? There is also the issue of using first languages in learning.**



**The World Bank's 2018 World Development Report – “ Learning to realize education's promise ” – is devoted entirely to educational issues.**

**It is therefore not enough to develop access to education in developing countries for “more” to mean “better”.**





**“The so-called countries of the South, and in particular those of French-speaking sub-Saharan Africa discussed here, are in fact experiencing a serious learning crisis which also turns out to be a profound moral crisis, as highlighted in the same report, leaving on the sidelines of generations of children without educational attainment, deprived of the basic skills which would have allowed them access to a better future while making them actors of development. »**



**Our numbers are our strength. YES, but this number becomes a threat, a bomb if it is not educated. If she is not aware, if she does not have skills, if she is not in the solution.**

**The African Union Commission, on the basis of several specialized studies, has decided to attract the attention of the ruling class, elites and educators by making 2024 the year of education in Africa.**



**Focusing on learning flexibility and learning pathways means examining SDG 4 and its chances of success.**



**SDG 4: Flexible learning pathways in higher education – from policy to practice. Note that the Education for All (EFA) objectives: 2000-2015 were not achieved in 2015, although much progress was made.**



**Sustainable development goals: 2015-2030**  
**In September 2015, during the United Nations Sustainable Development Summit, Member States officially adopted the “2030 Agenda for Sustainable Development” in New York.**

**This agenda contains 17 goals, including a new global goal for education (SDG 4). SDG 4 aims to ensure equal access to quality education for all and promote lifelong learning opportunities**





**MERCI**

**THANK YOU**

# African continental initiatives and their evolution

**Recognition of quality assurance decisions and trust between QA agencies:  
Comparative processes between the EHEA and Africa**

Olusola Oyewole  
Association of African Universities,  
Accra, Ghana

# Status of QA in Africa

## **Trajectory**

- Early Universities were established by colonialists.
- Quality assurance provided by the parent universities, usually outside Africa
- As of 2025, only few countries in Africa have Quality Assurance Regulatory Agencies

## **Recognition**

- ❑ **1981 Arusha Convention**, on the Recognition of Studies, Certificates, Diplomas, and other Academic Qualifications in Higher Education in African states
- ❑ Revised in **2014 as Addis Convention**

## CHALLENGES TO RECOGNITION in africa

- **Non-Assurance of Quality**
- **Lack of Transparency – Non organ to give assurance of this.**
- **Lack of information accessibility**



**For RECOGNITION,**  
People want to recognize and have assurance of:

- Quality
- Learning Outcomes
- Relevance
- Due Process of learning



# What Can Facilitate Recognition

## At National Level

- Quality Assurance
- Collaboration and Partnership
- Transparency and Openness
- Contents and Learning Outcomes
- Mutual Recognition – Political

## At Continental level

- The ASG-QA – The African Standards and Guidelines.
- Pan African Quality Assurance and Accreditation Agency

?????

Missing links in Africa





## What would Africa look like without a Continental Agency?

Absence of Recognition of quality assurance decisions and trust between QA agencies

An overarching body to oversee quality assurance in higher education and qualifications, and ensure coherencies and common standards across the continent

The absence *Could result in:*

- **Impediment of harmonisation of HE**
- **Limited recognition of qualifications across borders**
- **Stifling students mobility**
- **Unequal development in the higher education sectors and a fragmented landscape for quality assurance**
- **Negative implications on the African Free Trade Agreement (ACTA) and on the realization of 'The Africa We Want'**





## Main Objectives

- **Increase the transparency of quality assurance in Africa by promoting the African Standards and Guidelines for quality assurance in higher education**
- Reinforce cooperation between national Quality assurance agencies and regional Quality Assurance networks
- **Reinforce cooperation between relevant qualifications authorities on qualifications frameworks in Africa and globally**
- **Promote mobility and common tools for recognition within Africa and globally**



# Functions and Activities of PAQAA



1. Standard Setting
2. Quality Promotion
3. Capacity Development
4. Review and Accreditation
5. Information Management
6. Advocacy

## PROPOSAL

1. Interim Technical Unit at AAU
2. Develop the PAQAA Website
3. Continue with Regional Consultations
4. Set up an Interim Pan African Quality Assurance and Accreditation COUNCIL

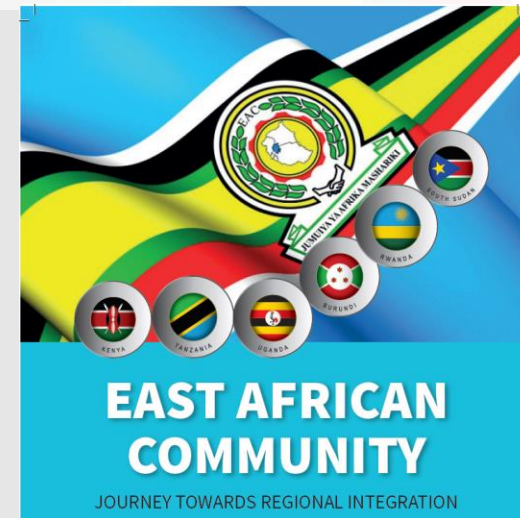


# THE ROLE OF QUALITY ASSURANCE IN THE EAST AFRICAN COMMON HIGHER EDUCATION AREA (EACHEA)



**Presentation at the EHEA-Africa HAQAA Dialogue on QA and Recognition**

**19<sup>th</sup> January 2024, Barcelona**



***Prof. Michael Mawa***

*Chief Principal*

*Quality Assurance and Qualifications Framework*

[mmawa@iucea.org](mailto:mmawa@iucea.org)



# Context of Harmonisation of Higher Education QA Systems in EAC



- ❖ The harmonization of higher education quality assurance systems in East Africa has been a gradual process.
- ❖ The hallmark of this process has been the enactment of **legal instruments**, adoption of **relevant policies**, establishment/strengthening of **national QA agencies** and **capacity building** programme.
- ❖ Initially, the QA initiative involved a **consensus building process** through engaging key stakeholders in **consultative dialogue events**.
- ❖ This process led to the Declaration of EAC as a Common Higher Education Area by the EAC Heads of State on May 20, 2017 in Dar Es-Salaam, Tanzania.



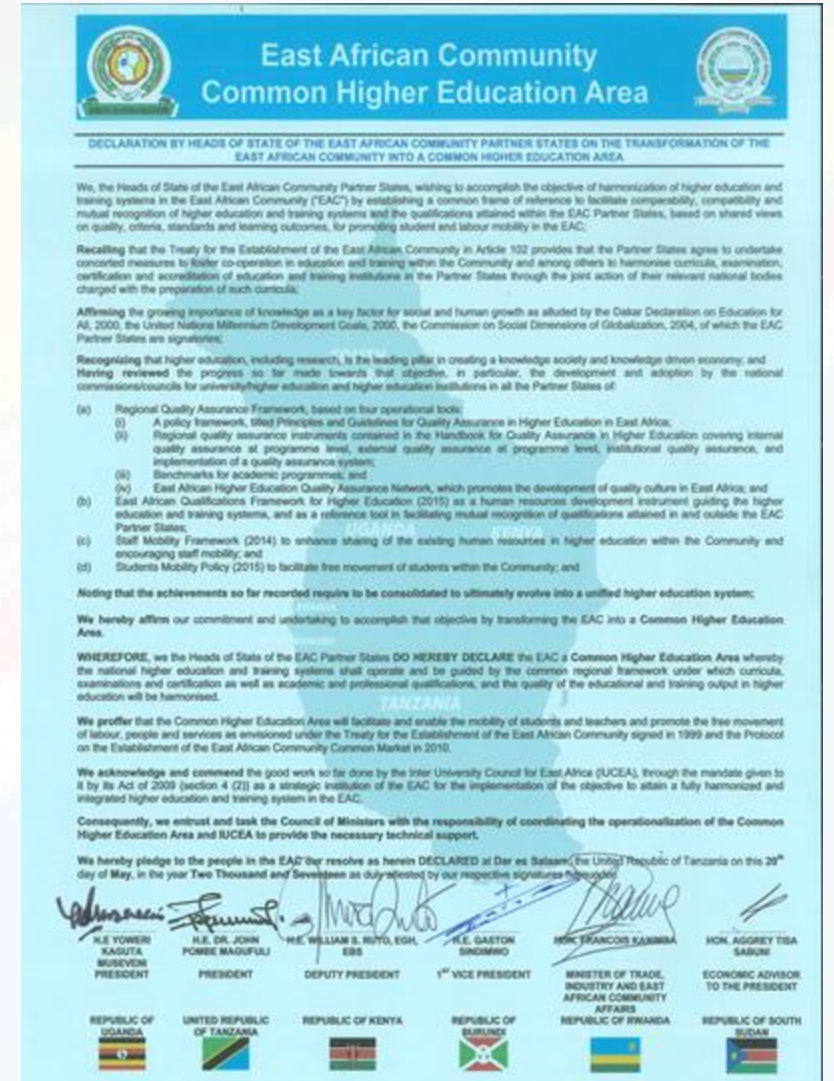


# East African Community Common Higher Education Area (EACHEA)



□ The Objective of the Declaration is to transform East Africa into a Common Higher Education Area characterized by:

- ❖ comparable, coherent and harmonized systems of Higher Education thereby facilitating free mobility of student, staff and professionals, and mutual recognition of qualifications.



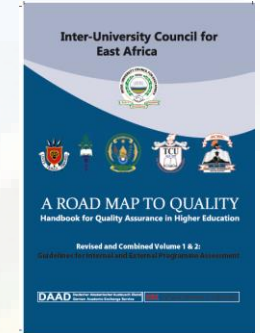
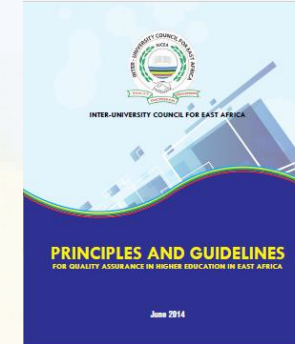


# Building Blocks for the EACHEA



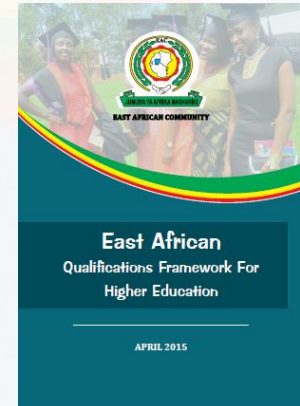
## 1. Regional Quality Assurance System, incorporating:

- ❖ QA policy framework guiding national QA frameworks
- ❖ Standards, guidelines and procedures for HEI and QA agencies
- ❖ Programme benchmarks



## 2. East African Qualifications Framework for Higher Education, EAQFHE

- ❖ Framework for anchoring NQF and to facilitate mutual recognition of qualifications
- ❖ Provides for many policies and guidelines (including **CAT, RPL**)



## 3. Regional Accreditation System (**Quality-Based**) for Academic Programmes

## 4. Students and Staff Mobility Programme – facilitating HE mobility in the region.

## 5. East African Higher Education Quality Assurance Networks,

- EAQAN – An expanding family of QA practitioners
- Forum of CEOs of national QA agencies



# Role of IUCEA as a Regional QA Agency



□ IUCEA is a strategic institution of the EAC established to achieve the following broad mandate.

1. Advise Partner States of the EAC on all matters of higher education
2. Coordinate higher education and research in the Community
3. Promote Quality of education by establishing regional QA system
4. Contribute to the Development of Human Resource capacity.
5. Facilitate Networking among universities and among QA agencies.
6. Facilitate Staff and Student mobility for regional integration.

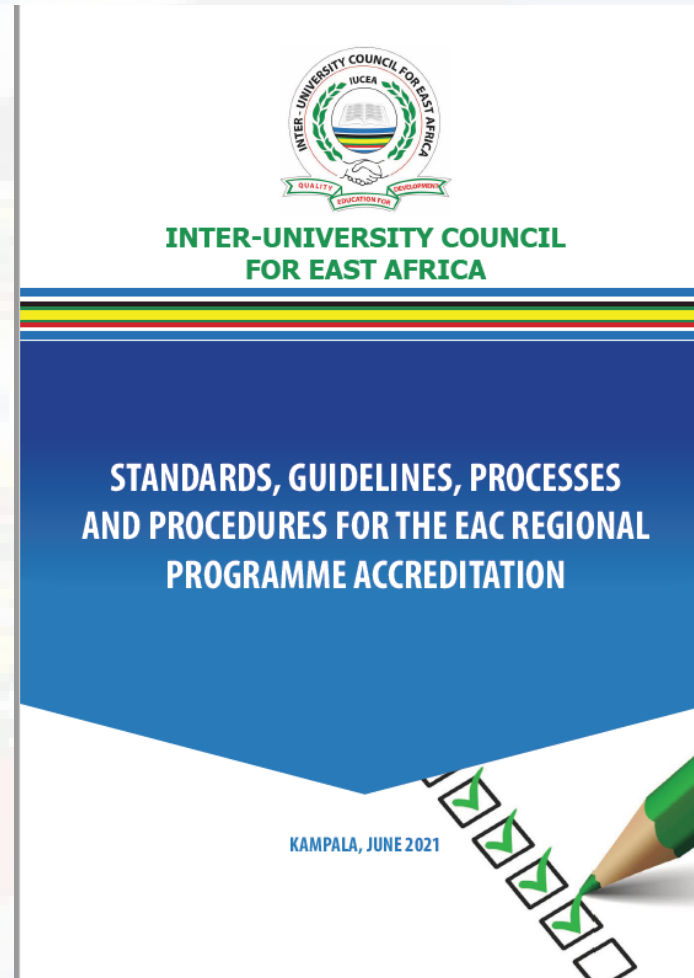




# Quality Assurance in Programme Accreditation in East Africa



- ❖ EAC has, since 2022, adopted a Regional Programme Accreditation Framework.
- ❖ The Framework is defined by Standards, Guidelines, procedures, and assessment tools.
- ❖ This accreditation process is **Voluntary, Quality-based** mechanism, anchored on **National Accreditation** process.





# Students in the external reviews of QAAs – European perspective

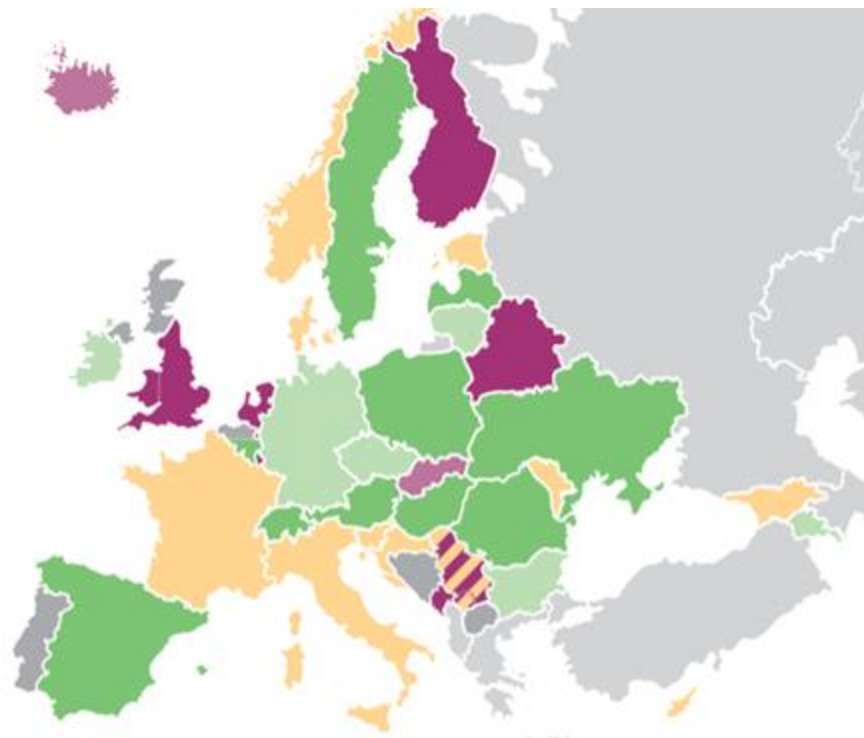
Horia Onița, President of ESU  
Barcelona, 19.01.2024

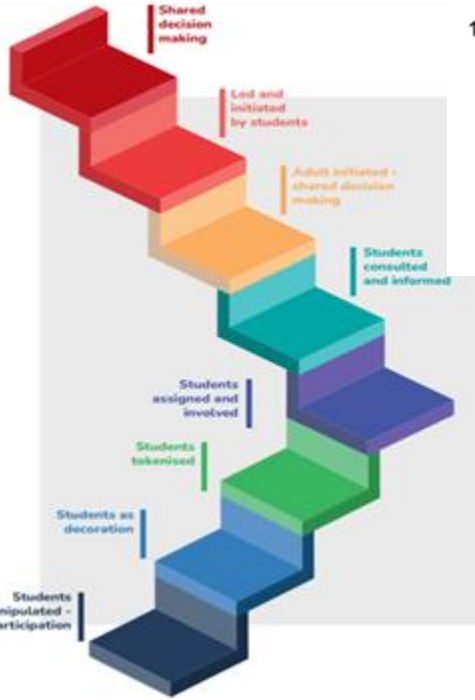
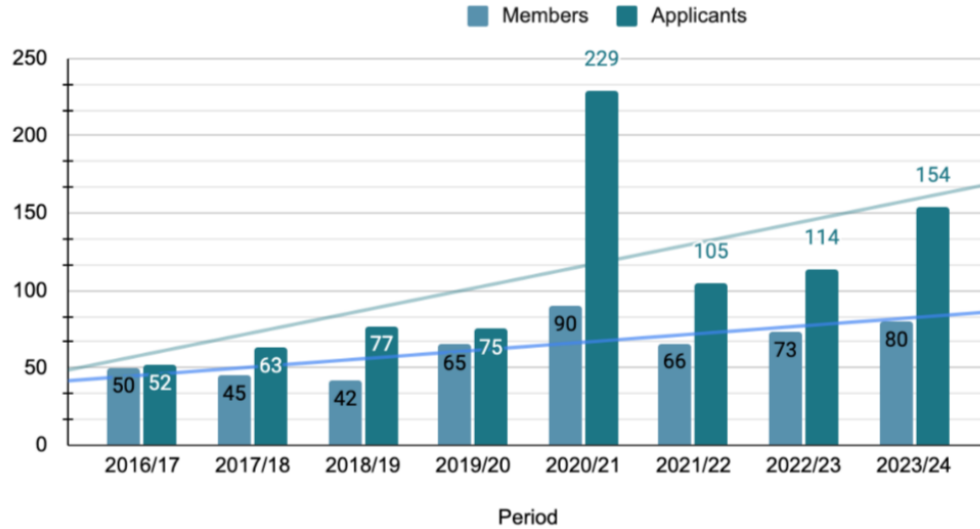




- Model of **student partnership** in all 3 types of QA – internal, external, QA of agencies
- Mandated by the **ESGs** at all levels – proposed by E4, also the founding members of EQAR
- Students extremely supportive of ESGs (close to 100%) because of improving mobility, QA and as a consequence learning and teaching in their own countries, trust in their diplomas → a force for good that couldn't have been achieved through other means, that incentivises countries to comply and keeps HEIs accountable to a minimum set of common standards
- **General reasons:** experts of their learning and of student agency/SCL, maintaining co-ownership and enhancing engagement, community building, key data, focusing on student needs
- **For QA of QAAs:** key in analysing the way the QAA looks into the effectiveness of the internal quality assurance processes described in Part 1 of the ESG and fit-for-**purpose** methodologies, student selection, training and participation in external QA, stakeholder participation in QAA, transparency

- For this to happen, an **enabling framework** needs to be in place: a pool of experts, adequate selection and training, conducive regulations and policies
- In Europe, this is done through the **partnership between ESU and ENQA**:
  - ✓ ESU has a **Pool of Trainers** established in 2009 → student-run, selects and trains students
  - ✓ ENQA selects students from the Pool of Trainers and conducts specific trainings
  - ✓ ESU and ENQA conduct assessments and publish policies for improving student participation
  - ✓ Ensuring independence: student experts are not ‘ESU representatives’
- Student participation comes in ladders – still risk of tokenism: e.g. not involving in the full policy cycle, lack of follow-up, lack of ability to influence





# LISTEN, TALK AND TEAM-UP

Considerations for panel members in **external quality assurance**

A project of the **European Students' Union** and **European Association for Quality Assurance in Higher Education**

- Tokenism and Peer aversion
- Domestication
- Flexibility and recognition
- Diverse QA student experts
- Short span of QA student expert life

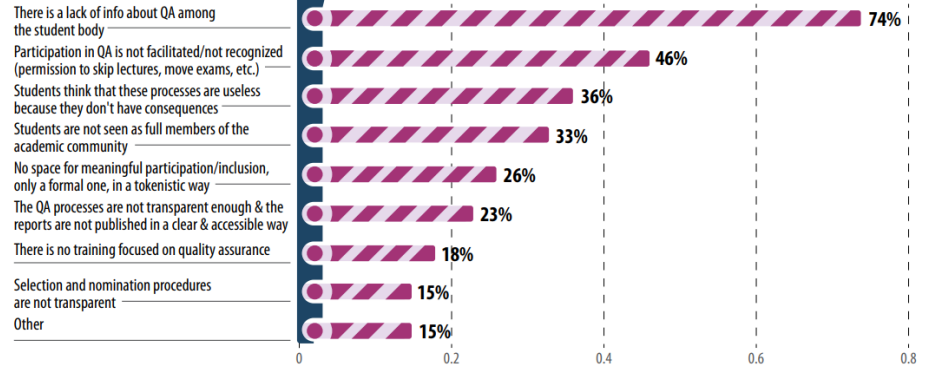
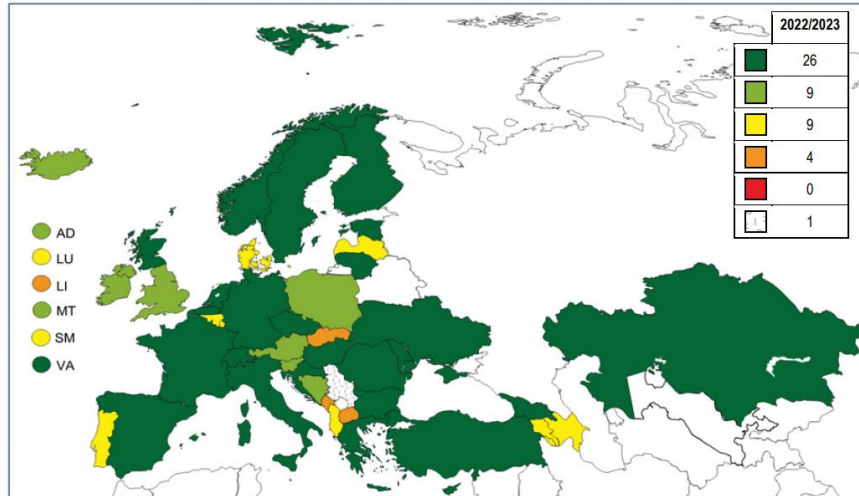
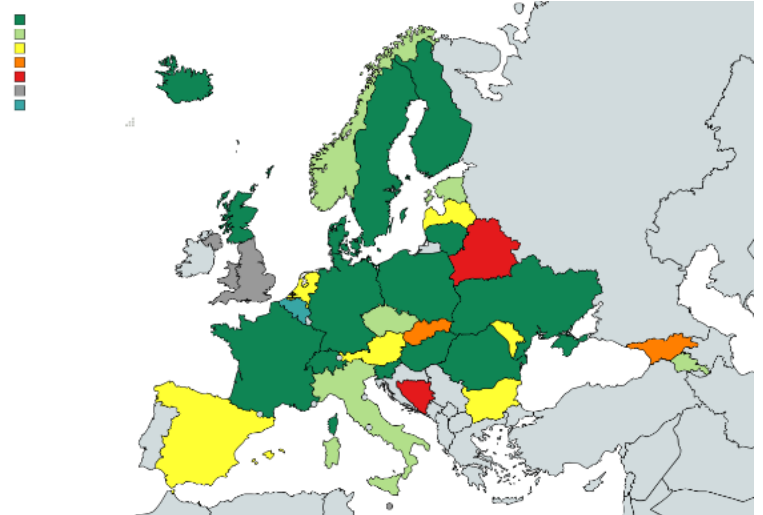


Figure 2.18: Scorecard indicator n° 7: Level of student participation in external quality assurance, 2022/2023



Source: BFUG Data Collection .







# ESU

EUROPEAN  
STUDENTS'  
UNION

[www.esu-online.org](http://www.esu-online.org)

# QUALITY ASSURANCE IN THE EHEA

**ANNA GOVER**  
**ENQA DIRECTOR**

**BARCELONA, 18 JANUARY 2024**

**enqa.**

# DIVERSITY IN EXTERNAL QA LANDSCAPE

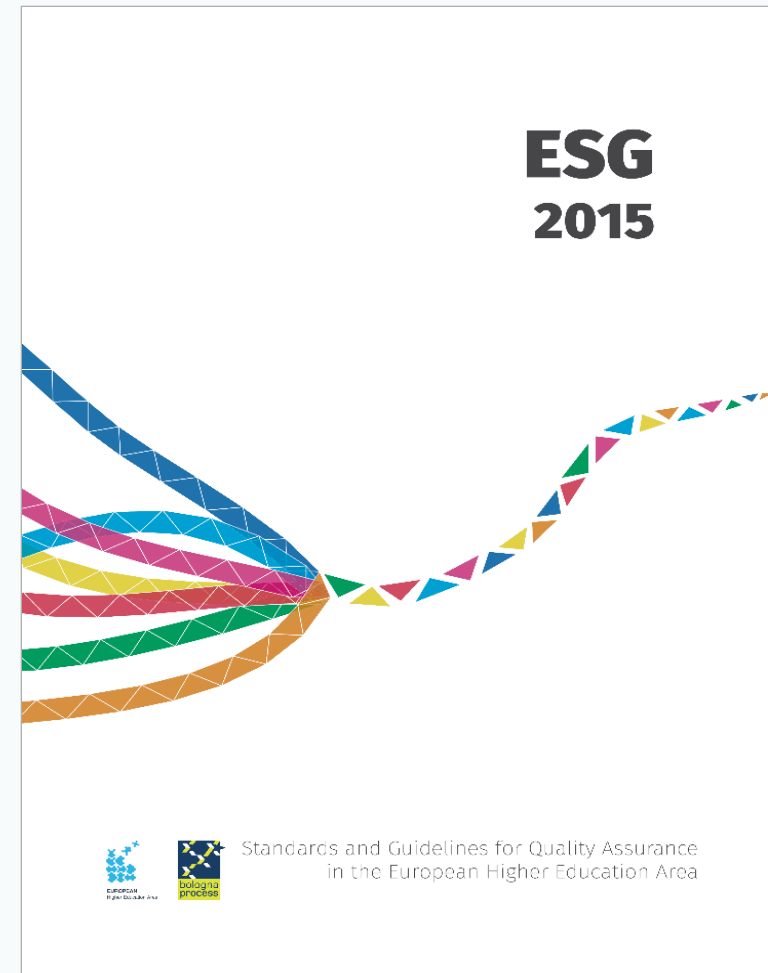


# RECOGNITION OF QA DECISIONS

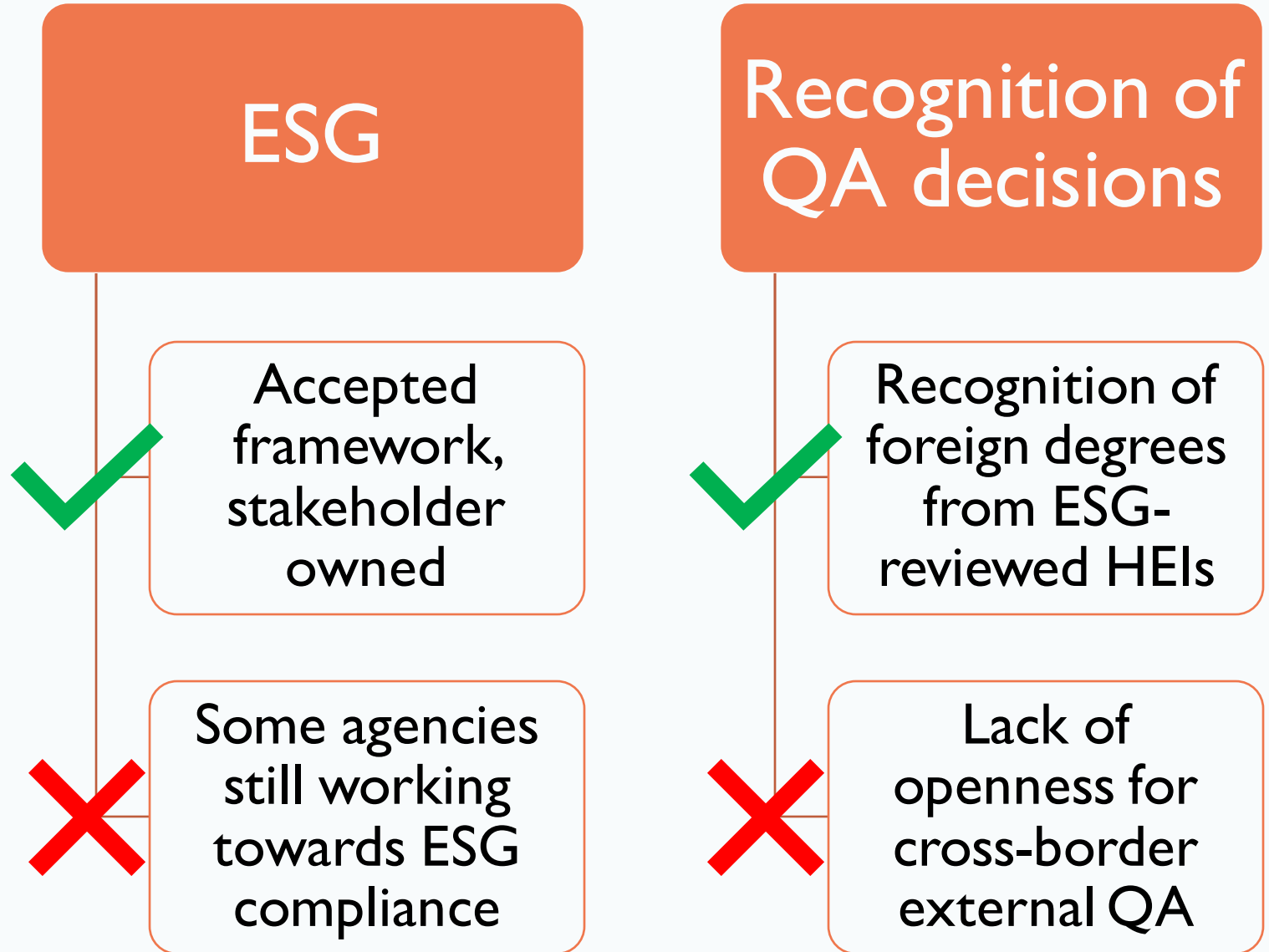
**ESG is the reference framework for agreed practice in quality assurance in Europe**

**Bologna Process commitments:**

- QA frameworks should be compliant with the ESG
- EQAR operates a list of ESG-compliant agencies (checked by an external review, every 5 years, usually coordinated by ENQA)
- EHEA countries commit to recognising the accreditation decisions of ESG-compliant agencies



# WHAT WORKS, WHAT DOESN'T?







THANK  
YOU

enqa.

# ENQA AND EQAR

ENQA	EQAR
Members: EHEA QA agencies	Members: EHEA National governments and European stakeholder organisations
Founded by QA agencies (2000)	Founded by the E4, within the Bologna Process (2008)
Acts in the interests of its members	Acts in the “public interest”
Main activities: Representation in policy making, support to members, development of QA, reviews of agencies, etc.	Main activity: manage a public official register of ESG compliant agencies Also: provide reliable public information on EQA
Grew alongside the Bologna Process; a consultative members of the Bologna Process	Born out of the Bologna Process (the first – and only – legal entity)
ESG as criteria	ESG as criteria

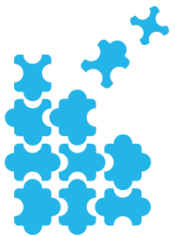
# From Bologna to Global Policy Dialogue, and the (draft) Statement for the Tirana Global Policy Forum

Prof. Dr. Ann Katherine Isaacs

Co-Chair, EHEA Coordination Group on Global Policy Dialogue (CG GPD)

Co-Chair, EHEA Bologna Implementation Coordination Group (BICG)

Barcelona, 19 January 2024



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## *Summary*

1. Outreach of the Bologna Process: beginnings
2. The Bologna Policy Fora and their «Statements»
3. From «Bologna» to «Global» Policy Dialogue
4. The Tirana Global Policy Forum and Draft Statement



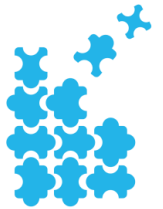


## 1. First of all ... The beginnings

After the Bologna Declaration of 1999, radical structural changes were undertaken in the signatory countries:

- three cycle degree structure
- workload based credits

Other countries, first of all many who were then not signatories but later joined the Bologna Process, looked at these developments with interest.



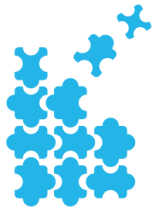
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**Also thanks to the support of the European Commission, through Tempus, Alfa, Tuning and other international projects, many countries explored Bologna reforms and alignment with them.**

**As a result, there was a request (the first formal request in 2007 from the Republic of Kyrgyzstan) to attend the Ministerial Conferences as ‘Observers’.**

**For the 2009 Bologna Ministerial Conference in Louvain, 20 countries were invited to the first “Bologna Policy Forum”**



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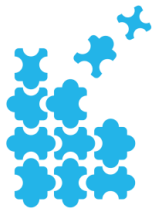


## 2. The Bologna Policy Fora and their «Statements»

From Louvain 2009 to Paris 2018, in conjunction with the Bologna and then EHEA Ministerial Conferences, other countries have been invited to attend and participate in a “Bologna Policy Forum”

Here is the link to the Ministerial Conferences and their Communiqués:

<https://www.ehea.info/page-ministerial-declarations-and-communiqués>



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# MINISTERIAL DECLARATIONS AND COMMUNIQUÉS

Every two or three years there are Ministerial Conferences organised in order to assess the progress made within the EHEA and to decide on the new steps to be taken.

## MINISTERIAL CONFERENCES


## Latest Communiqué

- [2020 Rome Communiqué](#)
- [2020 Rome Communiqué Annex I](#)
- [2020 Rome Communiqué Annex II](#)
- [2020 Rome Communiqué Annex III](#)



Here are the links to the Bologna Policy Fora and their “Statements”:  
<https://www.ehea.info/page-bologna-policy-forum>



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# BOLOGNA POLICY FORUM

[Bologna Policy Forums and Statements](#)

Fifth Bologna Policy Forum

[BOLOGNA ACTIVITES](#)

## **The Bologna Policy Fora:**

**Louvain-la-Neuve 2009**

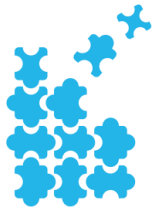
**Vienna 2010**

**Bucharest 2012**

**Yerevan 2015**

**Paris 2018**

**In Paris: 66 countries in all (10 African countries):**



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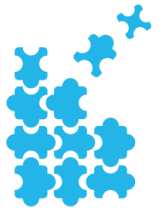
Participating countries in alphabetical order

Albania	Germany	Netherlands
Algeria	Ghana	Nigeria
Andorra	Greece	Norway
Argentina	Holy See	Pakistan
Armenia	Hungary	Peru
Austria	Iceland	Poland
Azerbaijan	India	Portugal
Belarus	Iraq	Qatar
Belgium	Ireland	Romania
Bosnia and Herzegovina	Israel	Russian Federation
Brazil	Italy	Senegal
Bulgaria	Ivory Coast	Serbia
Colombia	Japan	Slovak Republic
Croatia	Kazakhstan	Slovenia
Cuba	Kenya	Spain
Cyprus	Kyrgyzstan	Sweden
Czech Republic	Latvia	Switzerland
Denmark	Liechtenstein	Thailand
Dominican Republic	Lithuania	Tunisia
Egypt	Luxembourg	Turkey
El Salvador	Madagascar	Turkmenistan
Estonia	Mali	Ukraine
Finland	Malta	United Kingdom
France	Mexico	Uzbekistan
Gabon	Moldova	
Georgia	Montenegro	

**In each Forum, a “Statement”:  
for example:**

**[http://www.ehea.info/media.ehea.info/file/2018\\_Paris/36/8/BPFStatement\\_with\\_Annex\\_958368.pdf](http://www.ehea.info/media.ehea.info/file/2018_Paris/36/8/BPFStatement_with_Annex_958368.pdf)**

**Highlighting the commitment to interact and the necessity of doing so,  
to achieve the enhancement of the relevance and quality of higher  
education.**



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Academic Cooperation Association (ACA)  
African Union Commission  
Agence Universitaire de la Francophonie (AUF)  
All Africa Students Union (AASU)  
American Association of Collegiate Registrars and Admissions Officers (AACRAO)  
ASEAN Quality Assurance Network (AQAN)  
Asia-Europe Foundation (ASEF)  
Asia-Europe Meeting (ASEM)  
BusinessEurope  
Council of Europe  
Education International (EI-IE)  
EUROCADRES  
EURODOC  
European Association for Distance Teaching Universities (EADTU)  
European Association for International Education (EAIE)  
European Commission  
European Association for Quality Assurance in Higher Education (ENQA)  
European Union – Latin America and Caribbean Foundation (EU-LAC)  
European Quality Assurance Register for Higher Education (EQAR)  
European Students' Union (ESU)  
European University Association (EUA)  
European Association of Institutions in Higher Education (EURASHE)  
EUROSCIENCES  
Eurostudent  
Eurydice  
Ibero-American General Secretariat (SEGIB)  
Institute of International Education (IIE)  
International Association of Universities (IAU)  
International Network for Quality Assurance Agencies in Higher Education (INQAAHE)  
Inter-university Council for East-Africa (IUCEA)  
League of European Research Universities (LERU)  
Magna Charta Observatory  
Mediterranean Universities Union (UNIMED)  
Organisation for Economic Co-operation and Development (OECD)  
Organization of Ibero-American States for Education, Science and Culture (OEI)  
Permanent Academic Forum Latin America and the Caribbean – European Union (FAP ALC-UE)  
Southeast Asian Ministers of Education Organization Centre (SEAMEO RIHED)  
Union for the Mediterranean (UfM)  
United Nations Educational, Scientific and Cultural Organisation (UNESCO)  
World Bank

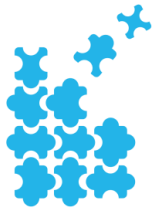


### **3. From 'Bologna' to 'Global'**

**In the Paris EHEA Ministerial Conference, a change was mandated, and for the future the Bologna Follow Up Group was charged with the organization of a "Global Policy Forum", and to strengthen global policy dialogue.**

**This is in recognition of a higher education world in which there are many higher education regions and actors, of which 'Bologna' and the EHEA are one.**

**This is the origin of the Coordination Group on Global Policy Dialogue, which, with HAQAA , is holding the present event.**



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Rome 2020:

unfortunately, because of Covid, this could only be virtual:

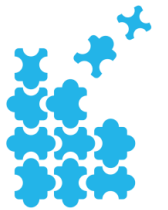


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<https://ehea2020rome.it/>  
<https://ehea2020rome.it/pages/conference-video>  
Global Policy Panel



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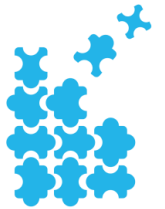
## 4. The Tirana Global Policy Forum and Draft Statement

At present, the EHEA's Coordination Group on Global Policy Dialogue, is organizing the Tirana Global Policy Forum, in conjunction with the 2024 EHEA Ministerial Conference on 29-30 May 2024, in Tirana, Albania.

The Forum itself will take place on the morning of 30 May.

The invitations are being finalised, and 'save the dates' sent to countries and regional organizations.

The CG GPD is working on the draft Statement to be adopted during the Forum, and asks for suggestions and input from countries and regions beyond the EHEA.



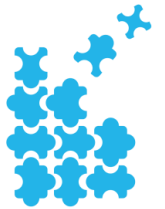
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**The Statement is currently in ‘Draft 4’, and has been further discussed on 17 January, during our CG GPD meeting.**

The Statement is ‘work in progress’, which we have shared with the Asia Europe Foundation, and we wish to share with HAQAA (and wish to share with others)



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## Draft Statement of the EHEA Global Policy Forum

Tirana, May 2024

We, the Ministers responsible for higher education, heads of delegation, representatives of students, organizations and institutions participating in the EHEA Global Policy Forum and preparation for it, reaffirm our certitude that higher education must expand its ability to address present and future challenges to global peace and wellbeing.

Quality education for all is a basic human right, and is also recognized as a United Nations Sustainable Development Goal (SDG). We aspire to a world in which human beings enjoy the "freedom to pursue knowledge and freedom to hold opinions without interference and to seek, receive and impart information and ideas regardless of frontiers", in line with SDG4.

We aim, through multilateral cooperation, to foster mobility, strengthen respect for fundamental values such as academic freedom, improve the quality, relevance and inclusiveness of higher education, and contribute to a return to peace. Our shared objectives and the ever-greater connectedness of our higher education institutions, provide a strong foundation for dialogue and inter-regional and global cooperation.

To strengthen cooperation and transparency between macro-regions we must develop and share the necessary tools to support mobility and recognition of foreign qualifications and learning periods, in ways that consolidate trust and improve compatibility.

To achieve 'inclusion' we must ensure not only equitable access, but also higher rates of admission and retention for students from diverse backgrounds, including refugees and migrants. Providing "equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university" (SDG 4.3), for example, means providing support for potential learners in all countries, while supporting the continuous expansion and improvement of flexible lifelong learning pathways.

To develop the social dimension of higher education we can adapt our systems to serve a student body representative of the socio-demographic structure of our countries and enhance the inclusiveness of our academic staff. We must improve our institutions' capacity to retain learners and equip them with the competences they will need for employment and for their personal and civic lives, as well as an awareness of and commitment to the principles of sustainability (SDG 4.7).

Physical international mobility, of both students and staff, fosters intercultural and international understanding. Innovative blended mobility experiences and virtual international learning environments are increasingly important, and can open up new opportunities.

### Moving forward

In the lead-up to the Forum we have welcomed the Coordination Group on Global Policy Dialogue's exploration, region-by-region, of opportunities for exchange of views and information on topics of common interest. Conversations, colloquiums, seminars and conferences have allowed us to share information about the challenges, similarities and differences of our higher education systems and to identify the added value of global dialogue between regions.

On this basis we see positive potential for all our countries in working together to:

- Further develop all forms of reciprocal mobility of people and knowledge, as one of the most important keys to global understanding and to excellence in higher education, balancing incoming and outgoing mobility.
- Reach a common understanding of the ethical principles and values of international academic cooperation by sharing, on an equal footing, our experiences, practices and lessons learned on global issues such as access to quality education, effective quality assurance practices and principles, and attractive academic careers, as well as adapting to artificial intelligence and challenging disinformation.
- Make learning credits comparable and transferable, and digitalize data on qualifications and learning achievement according to compatible standards, building transparency and security at global level.

- Foster innovation in learning and teaching, opening up to new skills and ensuring their link to employability.
- Promote the importance of student-centered learning taking place in a research-rich learning and teaching environment, and the implications of this for the flexibility of study programs and lifelong learning pathways.
- Open up higher education to underrepresented groups, facilitating access to education to migrants and strengthening the links between higher education and other systems such as VET to reach untapped talent.
- Ensure equal respect and recognition for the teaching and research of our academic staff, and the attractiveness of teaching as a career.
- Support higher education institutions to deepen their engagement with their communities, stakeholders and the labor market.
- Explore innovative digital ways of learning and teaching more intensely, especially for lifelong learning, while addressing the ongoing issues of unequal access and retention.

We mark the entry into force on 5 March 2023 of the UNESCO *Global Convention on the Recognition of Qualifications concerning Higher Education*, a landmark achievement. Building on pre-existing regional agreements, it is an important step towards reaching Sustainable Development Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning". To benefit fully from this achievement, we commit to working towards a shared understanding and, where possible, comparability between the Qualifications Frameworks, Qualifications Reference Frameworks, and Quality Assurance systems and mechanisms developed in different world regions.

### Continuing Dialogue

We take up our responsibilities towards our countries and peoples, in order to release the potential of higher education to find shared solutions to the world's challenges. We must support present and future generations in learning to think and act ethically, creatively and critically, enabling them to address and resolve the challenges of the future. Increased cooperation within and among regions will strengthen our ability to elaborate and implement innovative and inclusive solutions.

In this regard, we invite all participants to continue to promote global policy dialogue identifying, region-by-region, the themes where synergies can be found between EHEA and, on the one hand with global organizations such as UNESCO and OECD, and, on the other, with intergovernmental processes such as the Berlin Process, the ASEM Process, the Turkestan Process, the Union for the Mediterranean, Euro-Latin American and Caribbean space (to be discussed and completed) as well as ongoing transnational projects regarding recognition, quality assurance and qualification frameworks.

We recognize that each region has its own priorities and see that such diversity enriches our dialogue. We encourage the Coordination Group on Global Policy Dialogue to create bridges between EHEA working structures and parties interested in deepening dialogue (through seminars, conversations, events, ...) on (but not limited to) the above-mentioned topics.

The next EHEA Global Policy Forum will be held in-???? [still to be decided].

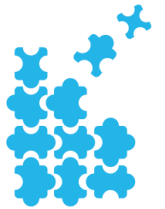
To be updated as appropriate.

<https://www.ehea.info/page/work-plan-2018-2020>



**The Statement is currently in ‘Draft 4’, and has been further discussed on 17 January, during our CG GPD meeting.**

The Statement is ‘work in progress’, which we have shared with the Asia Europe Foundation, and we wish to share with HAQAA (and wish to share with others)



EUROPEAN  
Higher Education Area



Tirana, May 2024

We, the Ministers responsible for higher education, heads of delegation, representatives of students, organizations and institutions participating in the EHEA Global Policy Forum and preparation for it, reaffirm our certitude that higher education must **expand its ability to address present and future challenges to global peace and wellbeing.**

**Quality education for all is a basic human right**, and is also recognized as a United Nations Sustainable Development Goal (SDG). We aspire to a world in which human beings enjoy the "freedom to pursue knowledge and freedom to hold opinions without interference and to seek, receive and impart information and ideas regardless of frontiers", in line with SDG4.

We aim, through **multilateral cooperation**, to foster mobility, strengthen respect for fundamental values such as academic freedom, improve the quality, relevance and inclusiveness of higher education, and contribute to a return to peace. Our shared objectives and the ever greater connectedness of our higher education institutions, provide a strong foundation for dialogue and inter-regional and global cooperation.

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## Moving forward

In the lead up to the Forum we have welcomed the Coordination Group on Global Policy Dialogue's exploration, region by region, of opportunities for exchange of views and information on topics of common interest. Conversations, colloquiums, seminars and conferences have allowed us **to share information** about the challenges, similarities and differences of our higher education systems and to identify the added value of global dialogue between regions.

On this basis we see **positive potential for all our countries in working together to:**

- Further develop all forms of reciprocal **mobility of people and knowledge**, as one of the most important keys to global understanding and to excellence in higher education, balancing incoming and outgoing mobility.
- Reach a common understanding of the ethical principles and values of international academic cooperation by **sharing, on an equal footing**, our experiences, practices and lessons learned on global issues such as access to quality education, **effective quality assurance practices and principles**, and attractive academic careers, as well as adapting to artificial intelligence and challenging disinformation.
- Make **learning credits** comparable and transferable, and **digitalize data** on qualifications and learning achievement according to compatible standards, building transparency and security at global level.
- Foster **innovation** in learning and teaching, opening up to new skills and ensuring their link to employability.

- Promote the importance of **student-centered learning** taking place in a research-rich learning and teaching environment, and the implications of this for the **flexibility** of study programs and lifelong learning pathways
- Open up higher education to **underrepresented groups**, facilitating access to education to migrants and strengthening the links between higher education and other systems such as VET to reach untapped talent.
- Ensure equal **respect and recognition** for the teaching and research of our academic staff, and the attractiveness of teaching as a career.
- Support higher education institutions to deepen their **engagement with their communities**, stakeholders and the labor market.
- Explore innovative **digital ways** of learning and teaching more intensely, especially for lifelong learning, while addressing the ongoing issues of unequal access and retention.

We mark the entry into force on 5 March 2023 of the *UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education*, a landmark achievement. Building on pre-existing regional agreements, it is an important step towards reaching Sustainable Development Goal 4: “*Ensure inclusive and equitable quality education and promote lifelong learning*”. To benefit fully from this achievement, we commit to working towards a shared understanding and, where possible, comparability between the Qualifications Frameworks, Qualifications Reference Frameworks, and Quality Assurance systems and mechanisms developed in different world regions.

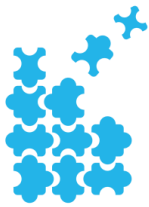
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We welcome -- we seek! -- questions and  
comments!



Thank you!  
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<http://www.ehea.info/>



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