



THE AFRICA-EU PARTNERSHIP
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Revitalização do sistema Africano de transferência de créditos (ACTS) e caminho antecedentes

Relatório de actividades e roteiro com base nos resultados do HAQAA2



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Antecedentes

A visão da União Africana, para construir um continente integrado, requer sistemas educativos harmonizados, onde a mobilidade intra-africana e a portabilidade de competências são elementos-chave para a sua realização. HAQAA1/2 deram contribuições substanciais para a realização do “Quadro Pan-Africano de Garantia de Qualidade e Acreditação” (PAQAF), que instrumentaliza o ensino superior africano para a visão africana de integração. O PAQAF fornece quadros e instrumentos comuns para uma língua comum na garantia da qualidade em África e o reconhecimento mútuo das qualificações académicas. O HAQAA2, para além de promover uma língua comum para a Garantia de Qualidade (QA) em todo o continente, respondeu ao facto de uma importante ferramenta do PAQAF - o Sistema Africano de Transferência de Créditos (ACTS) - estar pendente de aprovação política e implementação. Este instrumento acabará por permitir que os sistemas de ensino superior sejam mais legíveis, complementando os esforços para normas comuns de garantia de qualidade e o desenvolvimento do Quadro Continental Africano de Qualificações (ACQF). Pode também ser uma ferramenta poderosa para ajudar os sistemas e as instituições de ensino superior (IES) a repensar a forma como a aprendizagem é estruturada, orientando-a para uma abordagem baseada em resultados de aprendizagem e um conceito de carga de trabalho do estudante que engloba horas de contacto e horas não de aulas.

Uma definição política de um Sistema Africano de Transferência de Créditos (ACTS) foi elaborada em 2018 por um grupo de organismos nacionais e regionais liderados pela CE e pela CUA no âmbito do projecto Tuning Africa. O processo seguiu três fases: Em primeiro lugar, foram recolhidas informações sobre o estado da arte dos créditos em 35 países africanos. Em segundo lugar, foi realizada investigação científica, com base num grande inquérito centrado na estimativa da carga de trabalho dos estudantes africanos, da perspectiva dos académicos e estudantes. Finalmente, foi elaborado um relatório geral, com fortes recomendações:

- i. Há uma necessidade premente de ter um acordo comum sobre a definição e o valor de um crédito nos sistemas de ensino superior africanos, a fim de promover a transferibilidade e a comparabilidade - chave para harmonizar o espaço do ensino superior africano e promover a mobilidade.
- ii. Existe uma necessidade de consenso sobre a carga de trabalho de uma unidade de crédito. A tendência geral é que 60 créditos são equivalentes à carga de trabalho de um estudante a tempo inteiro durante um ano académico. Assim, recomendamos a adopção desta tendência internacional generalizada de 60 créditos para África.
- iii. Há necessidade de consenso sobre o número de unidades de crédito para cada ano e para os diferentes programas, isto é, solteiros, mestres e doutorados.
- iv. Há necessidade de um consenso sobre a carga de trabalho dos estudantes durante um período de um ano que se estende entre 1.350 e 1.800 horas. Assim, recomendamos adoptar entre 1.350 e 1.800 horas de carga de trabalho para África, o que se enquadra bem nas normas internacionais.
- v. Há necessidade de um sistema harmonizado de crédito continental que equilibre os diferentes sistemas que abrangem o continente: Países anglófonos, francófonos e lusófonos.

Embora a proposta tenha sido intensamente discutida e aprovada no âmbito do projecto Tuning Africa II, não foi finalmente validada e tornada visível nas esferas naturais do Ensino Superior Africano (associações, ministérios, universidades, etc.). Desde 2018, não foram identificadas actividades concretas de seguimento em relação ao Sistema Africano de Transferência de Créditos.

Revitalização e estratégia de relançamento do anúncio

No **âmbito** do **HAQAA2**, foi proposta uma estratégia para o **relançamento do ACTS**, com dois objectivos:

- a. promover o diálogo regional sobre a importância do ACTS para a mobilidade internacional, o reconhecimento académico e a reconcepção do ensino e da aprendizagem, com uma clara identificação dos principais desafios para a sua implementação e também propostas para os seus promotores
- b. definir os principais passos a seguir a nível nacional, regional e continental para validar o ACTS, eventualmente adoptando-o e promovendo ainda mais a sua aplicação.

Para alcançar estes objectivos, foi criada uma Task Force do Sistema Africano de Transferência de Créditos (ACTS-TF) e liderada pela OBREAL Global, em parceria com a AAU e a DAAD (membros da Equipa de Implementação HAQAA2).

A ACTS-TF foi composta por 6 membros:

- Olusola Oyewole (Secretário-Geral da AAU)
- Damtew Teferra (Director de Investigação e Programas da AAU)
- Christoph Hansert (Chefe do Departamento do DAAD)
- Hortense Atta Diallo (Vice-Reitor da Universidade Nangui Abrogoua - Costa do Marfim)
- Ana Maria Nhampule (Vice Rector de Universidade Joaquim Chissano - Mozambique)
- Pablo Beneitone (Perito do Ensino Superior da OBREAL Global)

O ponto de partida da estratégia de relançamento foi a necessidade de recordar as decisões tomadas e o consenso gerado sob Tuning Africa em 2018 no que diz respeito à forma como o ACTS deveria ser definido e compreendido. A fim de promover o diálogo regional para este efeito e receber o feedback das partes interessadas, foram desenvolvidas várias actividades. É de notar que, embora estas actividades não estivessem previstas nas Especificações do Concurso original para o HAQAA2, a Equipa de Implementação do HAQAA2, com o consenso e o apoio da CE e da CUA, introduziu-as no entanto, no interesse de tornar o HAQAA uma iniciativa mais abrangente para apoiar a harmonização e a integração do HE.

A estratégia de relançamento incluiu actividades a diferentes níveis, com diferentes grupos-alvo/audiências e formatos.

- A nível regional: em primeiro lugar, associações envolvidas na ACTS-TF, e em segundo lugar, com outros organismos regionais não formalmente incluídos mas que foram alcançados pela OBREAL e AAU.
- A nível nacional: ministérios do ensino (superior), agências de acreditação, associações de universidades, etc.
- Nível universitário: universidades em alguns países que representam um actor-chave para os sistemas nacionais de ensino superior.

Em relação aos grupos-alvo:

- Autoridades, decisores, conselheiros políticos, conselheiros técnicos, nos 3 diferentes níveis acima explicados.
- Académicos que irão implementar ACTS no futuro.
- Estudantes que deveriam ser os potenciais “utilizadores” do ACTS, através de associações de estudantes como o Fórum dos Estudantes Antigos Alunos Africanos e a União de Estudantes de Toda a África.

As actividades foram realizadas de diferentes formas (virtual, híbrida, física), tirando partido das actividades HAQAA, tais como as reuniões do Conselho Consultivo, conferência final e eventos das principais organizações interessadas como a EAQAN e a AfriQAN. Em geral, foi adoptado o seguinte formato:

- Sessões Informativas Síncronas ACTS (presenciais ou virtuais), meio dia ou um dia completo, com workshops interactivos, de modo a recolher feedback dos participantes sobre os seus sistemas de crédito actuais, procedimentos de reconhecimento e como isto se relacionaria com o ACTS.

Durante 2022, foram desenvolvidas as seguintes actividades:

4 Oficinas de Reconhecimento Nacional e ACTS¹:

- Abidjan, 8 - 9 de Junho de 2022 (realizado em inglês e francês)
- Addis Abeba, 5 de Outubro de 2022 (realizado em inglês)
- Maputo, 27 de Outubro de 2022 (realizado em português)
- Accra, 6 de Dezembro de 2022 (realizado em inglês e francês)

Estes eventos tinham diferentes âmbitos e públicos-alvo (organismos regionais, ministérios do ensino (superior), agências de acreditação, associações de universidades, etc.) e envolviam diferentes intervenientes (autoridades, decisores, conselheiros políticos, conselheiros técnicos, académicos). **Mais de 100 participantes** participaram e contribuíram para a discussão sobre a implementação futura do ACTS em diferentes contextos.

- **ACTS Sessões/painéis informativos em diferentes conferências/seminários/eventos regionais e nacionais internacionais:** 11th Fórum Anual de Garantia da Qualidade do Ensino Superior da África Oriental, Setembro 2022 - Dar-Es-Salaam, Tanzânia; Conferência da Rede Africana de Garantia da Qualidade, Outubro 2022 - Maputo, Moçambique; Reuniões Gerais HAQAA2; etc. Mais de 250 participantes assistiram e deram feedback sobre os seus actuais sistemas de crédito, procedimentos de reconhecimento e como isto se relacionaria com o ACTS.
- **Consulta do Conselho Consultivo HAQAA2**, representando as principais redes de GQ e associações universitárias do continente.

As a result of these meetings, several aspects were identified that highlight the importance of ACTS for the African context, and the areas that should be focused on in the future:

- Facilitar o reconhecimento e a mobilidade estudantil dentro dos países e entre universidades, a nível nacional mas também internacional

1. Annex II: Actas e Agenda dos Workshops de Reconhecimento

- Promover percursos flexíveis de inclinação através de sistemas de crédito, e concepção de cursos com base nos resultados da aprendizagem
- Introduzir, em diferentes contextos, a linguagem dos Resultados de Aprendizagem e da Carga de Trabalho dos Estudantes e assegurar a sua compreensão por académicos, líderes universitários e decisores políticos
- Ligar as discussões do ACTS com as dos Quadros de Qualificação (NQF, quadros regionais e o ACQF)
- Facilitar a implementação de currículos baseados em competências na concepção e na prática, e encorajar e ligar as redes universitárias que trabalham nestas questões
- Aumentar a transparência e a comparabilidade dos programas de estudo, períodos de estudo e qualificações, ligando o ACTS às discussões políticas sobre a Convenção de Adis e aos principais programas e iniciativas de mobilidade intra-africana.

Um segundo resultado dos workshops e consultas estava relacionado com os principais obstáculos identificados para uma futura implementação do ACTS no contexto africano:

- Falta de conhecimento do ACTS (e da importância de um sistema de crédito) e de como os processos relacionados estão ligados (GQ, estratégia de governação, falta de partilha de informação).
- Falta de capacidade para desenvolver a concepção curricular no quadro de abordagens centradas no estudante (resultados da aprendizagem)
- Dificuldade em mudar os comportamentos a nível institucional, da perspectiva do professor e do aluno
- Diferentes mecanismos reguladores a nível nacional e rigidez dos processos de acreditação
- Não alinhamento com as principais iniciativas regionais: STISA 24, Vision 2063, Convenção de Adis Abeba (não ratificada por muitos estados membros da União Africana), Convenção Global e possível confusão relativamente aos sistemas de crédito regionais existentes que foram endossados (CATS, na SADC).

Confrontados com estas dificuldades, os grupos discutiram que acções poderiam ser implementadas para avançar com a adopção do ACTS no contexto africano. Foram identificadas as seguintes propostas:

- Procurar sinergias entre as várias iniciativas existentes, incluindo a nível regional e trabalhar em estreita colaboração com as partes interessadas regionais sempre que necessário
- Ratificação das convenções de Adis Abeba e global, que ainda está em curso em muitos países africanos
- Realizar campanhas de informação a nível sub-regional, nacional e institucional sobre os benefícios do ACTS e as suas diferentes implicações
- Fazer avançar um piloto universitário numa amostra de países africanos e encorajar a criação de uma equipa de projecto a nível institucional para trabalhar colectivamente sobre esta questão.
- Reforçar o papel dos organismos regionais na promoção do ACTS
- Organizar seminários inter-regionais para assegurar a compreensão entre regiões e partilhar práticas
- Facilitar o diálogo inter-regional sobre ACTS, com a Europa/o EEES e sistemas como o ASEAN, que tem um sistema de crédito ASEAN.
- Realizar campanhas de sensibilização para mudar as mentalidades com actores-chave (estudantes e professores).
- Envolver as agências reguladoras nacionais e as universidades na discussão, em conjunto.

Em todos os workshops concluiu-se que o trabalho em torno do ACTS poderia ser uma boa oportunidade para ter uma política e uma directiva clara sobre créditos entre países e regiões. Além disso, poderia ajudar a dar novamente ênfase ao objectivo e benefícios de um sistema de créditos baseado nos resultados da aprendizagem e na carga de trabalho dos estudantes.

A informação recolhida foi muito relevante para a elaboração de uma estratégia futura para a implementação do ACTS à escala continental e é a base da seguinte proposta de roteiro.

Definição de um mapa de estradas para o future

O principal objectivo deste roteiro é orientar a implementação do ACTS em África para o futuro.

Esta proposta de roteiro inclui as reflexões recolhidas nos eventos anteriormente mencionados:

- a viabilidade de uma maior implementação do ACTS e potenciais barreiras a nível nacional.
- como abordar no futuro a adopção do ACTS a nível nacional, regional e continental

A Task Force ACTS sistematizou a informação e definiu dois objectivos principais:

1. aumentar a **participação** no debate sobre o ACTS e a **consciência** da sua importância para a mobilidade, o reconhecimento e a reforma do ensino e da aprendizagem
2. ir além de uma adopção e implementação **completes**

Para tal, foi considerado relevante integrar o trabalho iniciado pelos **dois projectos Tuning Africa** sobre o Sistema Africano de Transferência de Créditos (ACTS), **bem como o trabalho realizado no HAQAA2**, particularmente no que diz respeito às acções para revitalizar a discussão sobre os créditos académicos. Além disso, é salientada a importância do âmbito continental. Para além da sensibilização e lobbying político, o ACTS deve ser desenvolvido e experimentado em Instituições de Ensino Superior nas cinco regiões africanas.

Dada a complexidade e relevância disto, sugere-se que as próximas fases de promoção e implementação do ACTS decorram de forma coordenada, **conduzidas por uma equipa de peritos ACTS**. Esta equipa deveria idealmente ser composta por peritos que tenham estado envolvidos nas actividades de revitalização do HAQAA2 e estejam familiarizados com a proposta do ACTS. É também fundamental que os peritos incluam representação das 4 línguas (inglês, francês, português e árabe) e um equilíbrio de género. A AAU, em cooperação com a parceira OBREAL Global, expressou a vontade de continuar a liderar a Equipa de Peritos ACTS no futuro e de se articular estreitamente com as principais partes interessadas e organizações regionais.

A fim de alcançar os dois objectivos, **é proposto um conjunto de actividades, organizadas em 6 fases:**

- Fase 1: Actualização do Estado da Arte em África sobre créditos académicos
- Fase 2: Continuação do lobbying para ACTS a nível regional e nacional
- Fase 3: Pilotagem do ACTS (1): IES de diferentes países africanos revêem um programa de graduação
- Fase 4: Desenvolver o Programa de Formação ACTS para IES

- Fase 5: Pilotagem do ACTS (2): Atribuição de créditos a programas de graduação
- Fase 6: Aumento de escala e implementação

Fase 1: Actualização do Estado da Arte em África sobre créditos académicos

Esta fase seria essencial para fornecer um estado de pagamento actualizado relativamente aos sistemas de crédito a nível nacional e regional, um estudo que foi feito no âmbito do Tuning em 2017/18 mas que requer actualização. Isto ajudaria a alargar o debate à escala continental e a recolher informações sobre os desenvolvimentos e dinâmicas actuais, bem como sobre a diversidade de abordagens em matéria de reconhecimento e crédito nos diferentes sistemas em África. Isto poderia ser feito através de um inquérito em linha, conduzido com as autoridades nacionais, com o apoio das partes interessadas regionais. O inquérito deveria recolher dados sobre duas dimensões:

Os países que já têm um sistema de crédito a nível nacional devem ser inquiridos sobre as seguintes questões:

- Grau de opcionalidade/electividade/escolha/flexibilidade nos currículos
- Os resultados de aprendizagem são introduzidos na definição dos programas de graduação?
- Os currículos distinguem entre competências específicas e capacidades/capacidades transversais?
- Desde quando é que o sistema de crédito está em vigor?
- Carga de trabalho: Como é medido o crédito? (horas de contacto? horas de contacto e trabalho independente? outros?); Quantos créditos por ano tem um programa de graduação? Como são atribuídos os créditos a um programa de licenciatura?

Países que não têm um sistema de crédito, devem ser inquiridos: Degree of optionality/electivity/choice/flexibility in curricula

- Os resultados de aprendizagem são introduzidos na definição dos programas de graduação?
- Os currículos distinguem entre competências específicas e capacidades/capacidades transversais?
- Existem planos para desenvolver um Sistema de Crédito? como são reconhecidos os períodos parciais de estudo tanto entre as universidades do seu país como entre estas universidades e outras de outros países?

A investigação deve também ter em conta as propostas existentes dos sistemas de crédito a nível regional (por exemplo, IUCEA e SADC) e também entrevistar as autoridades envolvidas.

Fase 2: Continuação do lobbying para ACTS a nível regional e nacional

A adesão nacional é crítica, uma vez que o ACTS pode implicar alterações legislativas importantes. A experiência passada sob Tuning demonstrou que é importante realizar visitas físicas e reuniões para maximizar o contacto com funcionários e autoridades públicas em países específicos, criar confiança e avaliar melhor o contexto nacional e as dinâmicas políticas. Esta fase seria uma validação do estado da arte e seria também um meio de receber feedback qualitativo dos países e regiões e fazer lobby de uma forma muito personalizada e específica do país para a aceitação e implementação do ACTS. Deveriam ser realizados workshops regionais, bem como visitas/entrevistas de países nacionais às autoridades públicas e partes interessadas.

As questões a explorar podem ser:

- Como é que o ACTS se relacionaria com os sistemas de crédito existentes (regionais ou nacionais)?
- O que seria necessário para implementar o ACTS no sistema nacional (decisões políticas, novos regulamentos, formação, etc.)?
- Identificação de acções-chave para uma maior implementação.
- Como é que o alinhamento com o ACTS teria um impacto potencial nos procedimentos de garantia de qualidade a nível institucional ou nacional?

Com esta informação, podem ser feitas recomendações sobre possíveis cenários de implementação do ACTS a nível nacional e regional, bem como uma avaliação dos riscos e oportunidades.

Fase 3: Pilotagem do ACTS: IES de diferentes países africanos revêem um programa de graduação

Dado que o ACTS deve ser transformador ao nível das universidades para além de inspirar mudanças legislativas nos países, propõe-se a realização de um piloto ACTS numa selecção de universidades de cinco regiões africanas. As universidades devem ter missões diferentes e representar a diversidade do sector. Devem vir de países com tradições diferentes e em 4 línguas (inglês, francês, português e árabe).

As universidades seleccionadas para o projecto-piloto devem nomear uma equipa de trabalho (**Equipa Institucional ACTS**), reunir professores, pessoal administrativo e estudantes, a fim de promover a colaboração institucional sobre créditos e criar/reforçar a cultura de trabalho colaborativo sobre reconhecimento.

Como ponto de partida, cada instituição seleccionaria um programa de graduação para a **implementação do ACTS**, que seria revisto e alinhado com o ACTS. Este processo deveria:

- Incluir diferentes actores institucionais na revisão dos programas de graduação com base na análise dos dados recolhidos através de diferentes ferramentas para medir a carga total de trabalho dos estudantes.
- Envolver professores e estudantes na recolha de dados sobre a carga total de trabalho dos estudantes; identificar ferramentas e modelos para a obtenção e análise destes dados - ferramentas e modalidades que funcionam melhor em contextos particulares; discutir, contrastar e analisar dados sobre a carga total de trabalho dos estudantes.
- Envolver as autoridades institucionais na reflexão conjunta sobre os resultados e sobre a forma como a aprendizagem pode ser utilizada para melhorar a concepção e o planeamento curricular.

Se estes processos já estiverem em vigor na universidade, a Equipa Institucional ACTS teria de o fazer:

- concentrar-se na melhoria dos mecanismos actuais para medir a carga total de trabalho dos estudantes;
- rever as práticas institucionais para assegurar que os dados recolhidos sobre a carga de trabalho real dos estudantes sejam utilizados para melhorar a qualidade e o reconhecimento dos programas de licenciatura; e
- partilhar as lições aprendidas com outras Equipas Institucionais ACTS a nível nacional sobre a melhor forma de instalar a cultura de medir a carga total de trabalho dos estudantes como parte integrante da concepção curricular.

Ao nível de cada universidade, isto poderia contribuir para um debate à escala universitária para promover a utilização da carga de trabalho total dos estudantes como base para um sistema de reconhecimento e melhoria da qualidade, bem como para a atribuição de créditos académicos. Pode também estimular uma discussão geral sobre os resultados da aprendizagem e a forma como esta é conceptualizada.

Fase 4: Desenvolver o Programa de Formação ACTS para IES

Como forma de acompanhar o processo piloto e ajudar as universidades seleccionadas a compreender melhor as mudanças estruturais e culturais implícitas na introdução de um sistema de crédito baseado na aprendizagem e nos resultados, um programa de formação virtual poderia ser preparado e lançado assim que as Equipas Institucionais ACTS estivessem em funcionamento. O ideal seria que isto fosse abordado:

- a. A abordagem centrada no estudante
- b. Desenho curricular
- c. Fundamentação por detrás dos créditos
- d. Análise da carga de trabalho dos estudantes
- e. Resultados de inclinação: Definição e avaliação

O programa de Formação pode oferecer importantes recursos e estudos de casos sobre as questões acima referidas, e ser utilizado para além do projecto-piloto, num campo mais vasto em África. Pode criar uma comunidade de aprendizagem e prática relacionada com o ACTS. As principais organizações regionais e partes interessadas devem estar envolvidas no seu desenvolvimento, e devem procurar obter conhecimentos especializados de outras regiões com experiência em sistemas de crédito, tais como a Europa e a ASEAN.

Fase 5: Pilotagem do ACTS: Atribuição de créditos para os programas de graduação

Uma outra fase do piloto incidirá sobre a atribuição de créditos ao programa de graduação que foi seleccionado. Cada equipa institucional ACTS deve ser convidada a aplicar uma ferramenta de estimativa da carga de trabalho do estudante ao currículo que seleccionou (Estimativa de Balcão). Esta estimativa da carga de trabalho total do estudante feita pela Equipa Institucional ACTS é a primeira aproximação e fonte de informação sobre a carga de trabalho real do estudante. É necessário ter estes dados teóricos como ponto de partida para posteriormente contrastar e verificar com as percepções dos diferentes actores o que realmente acontece nas disciplinas e no programa de estudos como um todo.

A estimativa da secretária:

- fornece uma primeira aproximação de uma Equipa Institucional ACTS da carga de trabalho total dos estudantes esperada para um programa de graduação - o que se espera que os estudantes gastem na sua aprendizagem no total;
- fornece uma estimativa holística: tantas horas no total por componente do programa de graduação; tenta-se pensar nos diferentes tipos de actividades que os estudantes fazem em cada disciplina/curso, mas não se indica quantas horas os estudantes devem gastar em cada tipo de actividade, mas chega-se a um valor para todas elas;

- e finalmente, este é um ponto de partida, a estimativa da carga de trabalho dos estudantes é crucial quando se pretende instalar a cultura de medir a carga total de trabalho dos estudantes como parte integrante da concepção curricular, porque esta estimativa convida a considerar quanto tempo os estudantes passam a aprender, também para além das horas de contacto e não apenas quando estão fisicamente na aula (ou em sincronia com o corpo docente).

Globalmente, sugere-se também que o piloto forneça os meios para

- universidades para trabalhar em rede a nível nacional e com as autoridades públicas, bem como a nível regional e continental (partilha de resultados, informando as políticas públicas através da experiência)
- proporcionar um espaço de reflexão para as universidades sobre como replicar o projecto-piloto a nível de outros programas de licenciatura
- encorajar o diálogo universidade - ministério - agência nacional de QA, para impulsionar o processo de mudança legislativa relacionado com os créditos.

Fase 6: Aumento de escala e implementação

A sustentabilidade das lições aprendidas na implementação piloto deve basear-se em dois pilares:

- a. a identificação dos Embaixadores do ACTS e
- b. a elaboração do Guia do Utilizador do ACTS

Os membros das Equipas Institucionais ACTS que tenham passado por este processo serão convidados a tornarem-se Embaixadores ACTS. A possibilidade de se tornar um Embaixador ACTS deverá dar a cada indivíduo a confiança para continuar a liderar o ACTS a nível continental. Podem ser ligados ou integrados na Rede de Embaixadores HAQAA.

Um Embaixador ACTS deve ser capaz de o fazer:

- Explicar a dinâmica geral da integração do ensino superior, o PAQAF para África e o papel dos sistemas de crédito
- Explicar a outros professores e estudantes porque é que a medição da carga total de trabalho dos estudantes é importante para:
 - Facilitar o reconhecimento de programas e períodos de estudo completos a nível interinstitucional e internacional e,
 - improve the quality of degree programmes through greater consistency between the estimation of theoretical time and the actual time students need to complete the degree programme.
- Compreender as diferentes ferramentas e abordagens para estimar a carga de trabalho total dos estudantes.
- Analisar os resultados das estimativas da carga de trabalho dos estudantes, a fim de:
 - identificar possíveis inconsistências entre a carga de trabalho real do estudante e a prevista na fase de concepção da disciplina e do currículo e
 - Tomar decisões orientadas por dados para levar a cabo o reconhecimento interinstitucional e

internacional de programas de graduação inteiros e/ou períodos de estudo.

- Envolver outros actores institucionais na revisão dos programas de graduação com base na análise dos dados recolhidos através de diferentes instrumentos para medir a carga total de trabalho dos estudantes.
- Contribuir para o debate a nível institucional para promover a utilização da carga de trabalho total dos estudantes como base para a concepção e implementação de currículos mais realistas em termos de duração real, e em conformidade com os esquemas de reconhecimento académico global.

O Guia do Utilizador do ACTS deve reunir as boas práticas aprendidas na implementação do ACTS em diferentes contextos institucionais.

Este roteiro engloba o que poderia ser um projecto contido, por mais esforços sustentados que sejam necessários a todos os níveis para que o ACTS se enraíze nas políticas e práticas institucionais africanas. Envolver as principais organizações de partes interessadas para o ACTS no processo, de forma crítica para a adesão e o investimento a longo prazo.

Annex I

AFRICAN CREDIT TRANSFER SYSTEM (ACTS²) PROPOSAL

1. Introduction

The vision of African Union, to build an integrated continent, requires a harmonised education system, where intra-Africa mobility and skills portability are key elements in its realization. Harmonized education and training systems are essential for effective implementation of the Continental Education Strategy for Africa (CESA) and Agenda 2063. Harmonisation is an instrument for enabling African higher education to contribute to and be aligned with the African vision of integration. The African Union Commission therefore developed a framework for harmonisation of higher education in Africa to facilitate the mutual recognition of academic qualifications.

There are increasing efforts “in Africa toward “harmonisation of higher education” since the diverse systems of higher education have resulted in the lack of recognition of university degrees constraining academic integration and the mobility of students across the continent. The implementation of the Harmonisation Strategy involves, among others, the drafting of a Proposal for a Credit System for Africa to further advance student mobility and contribute to harmonization process.

It is imperative to develop a common measure of student workload in terms of credit hours so that it is possible to harmonize the range of credits and compare programmes in different countries. A vital instrument to facilitate comparability of qualifications is the development of an agreed credit transfer system. Study programmes and periods of learning will be more comparable and compatible by making use of credit transfer system. A common credit transfer system that can be recognized and transferred at national, regional, and continental levels is paramount in advancing the harmonization of the higher education systems in Africa.

2. Credit System: The Concept

The concept of credit system appeared in the United States at the end of the 19th century. In 1872, Harvard University replaced the system of the classical fixed curriculum with an increasingly wide choice of courses for students. Starting with electives only for senior students by 1884, the university offered almost complete freedom of choice to all students and shifted in the 1890s to measuring progress towards a degree on the basis of the accumulation of individual courses rather than completing a total course of study. Other universities and colleges quickly followed the Harvard model. The credit system thus emerged as a result of electives.

Towards the end of the 19th century and into the early 20th century, it became increasingly common for colleges and universities to list the number of credits offered for each course in their catalogues; the number being determined by the hours of classroom and laboratory work devoted to the course per week. Degree requirements were stated in terms of numbers of required credits as well as in course distribution. Also in the early 1900s, the credit system extended beyond undergraduate study to include postgraduate programmes.

2. Elaborated on behalf of the African Union Commission and European Commission within the Framework of Tuning Africa-II Project (2015-2018). The document was elaborated with data collected till 2018.

The system in the United States remains to be based on a fixed number of teaching hours per unit which, in principle, doesn't cover thesis or work placements, among others. It is based on a teacher-driven concept used to organize the loads of a teacher. College students generally receive credit hours based on the number of "contact hours" per week in class, for one term. Credit system was not designed for covering contemporary educational discourses and pedagogical approaches such as experiential learning, problem-based learning, and so on. Though critiqued for being rigid, this system continues to be used in North America and also in large parts of Asia.

Nowadays, the definition of credits in higher education systems may be based on different parameters, such as contact hours, student workload and learning outcomes.

3. Workload: The Concept and the Trend

The workload based system was initiated in Northern part of Europe in the second half of the 1970s. It further became popular with the emergence of theories such as student-centered learning, active learning, participatory learning, and experiential learning, on the accounts of theorists such as John Dewey, Jean Piaget, Carl Rogers, and Lev Vygotsky. This system takes into account hours of not simply classroom activities, laboratories, workshops, and internships, among others, but also time spent for independent and group studies associated with these activities.

At the end of the 1980s, and at the birth of the Erasmus programme, the European Credit Transfer and Accumulation System (ECTS) initiative was introduced to facilitate the mobility of students and recognition of their credentials. It is a student-centred system based on the student workload required to achieve the objectives of a programme of study. A workload is a key element of the learning-outcomes based educational system.

ECTS was taken on board by the Bologna Process in 1999 (and included in the Bologna declaration) and it became the cornerstone of the student centred/ active learning approach. It is now the formal system of 48 signatory countries of the Bologna Process, including the European Union and Russia. Recently, it was introduced to the Central Asian Countries. In Latin America the same approach was introduced to improve quality on the design and delivery of degree programmes. The Latin American Reference Credit (CLAR) system is a result of internal discussions and decisions of the region's 18 Ministries of Higher Education which have adapted the system to their needs.

Thus, this approach seems to be part of an emerging global trend. In Asian region, a comparative initiative has been taken for mobility and credit transfer purposes. China has also expressed interest to develop a workload based/learning based system.

In ACTS, Credit was defined as a measure of workload required for a typical learner to achieve the objectives of a programme, specified in terms of the predetermined learning outcomes and competences that is expected to be acquired. A credit thus measures student workload required to achieve expected learning outcomes.

In ACTS, Workload is an estimated account of the learning activities such as lectures, seminars, projects, practical activities, work placements, individual studies all measured in time, which a learner typically needs to achieve the defined learning outcomes.

These two definitions might be the pillars of an African Credit Transfer System.

4. The Rationale for a Credit System

The importance of a common credit system for internationalization of higher education was understood early in the 1990s, as for example reflected in the UNESCO World Declaration on Higher Education for the Twenty-First Century: Vision and Action (October 1998). A common credit system is key for harmonizing different higher education systems—characteristic of the African continent—and central to the African Union’s Agenda 2063 which explicitly states the critical need for harmonization of education standards and mutual recognition of academic and professional qualifications in the continent. This was further pronounced in CESA 2016-25 which affirms that “Harmonized education and training systems are essential for the realization of intra-Africa mobility and academic integration through regional cooperation”.

A credit system is a key instrument for the accumulation and transfer of knowledge, skills and (wider) competences expressed and measured in terms of student workload and learning outcomes. The objectives and importance of a credit system in the higher education sector are intended to

- Promote student mobility
- Improve the comparability and compatibility of study programmes
- Render more transparency to study programmes
- Provide more flexibility and diversity of pathways
- Facilitate easier development of well-balanced programmes
- Promote feasibility of programmes
- Enhance quality of programmes
- Advance recognition of (periods of) studies taken elsewhere successfully
- Facilitate different types of learning such as informal, non-formal, formal, part-time, among others.
- Facilitate more substantive collaboration among different higher learning and research institutions towards a common higher education space.

For continents and sub-continents with a desire to harmonize their higher education systems and those with interest in articulating and building a common area of higher education, developing a common credit transfer system continues to be of utmost importance.

5. African Higher Education System

5.1. Introduction

One of the challenges facing African higher education system is the difficulty in transferring part or whole of a study from one region to another or from one institution to another. This is due to lack of reliable tools for measuring student achievements in a transparent way as well as the absence of defined systems which allow adequate recognition of degrees and other credentials among institutions and between countries.

The concept of “credit” refers to the amount of learning contained in a qualification or part-qualification (SAQA, 2014). In the Bologna system, credits reflect the total workload required to achieve the objectives of a programme—objectives which are specified in terms of the learning outcomes and competences to be acquired—and not just through lecture hours. It makes study programmes easy to read and compare for all

students, local and foreign, and therefore facilitates mobility and academic recognition (Khelfaoui, 2009). Little information is available on how a period of study is recognized—both among universities and between countries in Africa.

In Africa, there is no common and reliable means of measuring and transferring acquired knowledge. In some countries, the concept of credit has limited understanding and a variety of meanings and different applications. There is thus a compelling need to understand and recognize the different types of credits systems that are being used in different parts of Africa and hence this endeavor to establish one.

A study was carried out to investigate the different types of credit systems that exist in African countries. It is anticipated that this endeavor will contribute to the realization of transferability of studies in the continent possible by promoting comparability of degrees, diplomas and certificates. The contribution of a streamlined continental credit system—for the development of the African higher education space in particular the integration of the continent in general—is paramount.

5.2. Methodology

This study was carried out through a questionnaire survey distributed to country participants in the Tuning Africa Phase II project (2015-2018). Country participants with an average of four institutional membership in each country were requested to complete questionnaires. Responses were received from 35 African countries, as indicated in Table 1.

After the surveys were completed, they were subjected to verification by respective regulatory agencies or ministry officials in their countries (where the former does not exist). The analysis of the various country reports constitutes the focus of this section.

5.3. Results

5.3.1 Status of Regulatory Agencies in African Countries

Among the 35 countries covered in this survey, 25 of them have national regulatory agencies. Three of the five countries in North Africa in this study have national regulatory agencies. All the countries in North Africa under this study are committed to the Licentiate-Masters-Doctorate (LMD) reforms.

Table 1: Status of National Regulatory Agencies in the Countries under Study

Region	Countries covered by the study	Countries with established quality assurance regulatory agencies
Northern	Algeria, Egypt, Libya, Mauritania, Morocco, Tunisia	Egypt, Libya, Tunisia
Southern	Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zimbabwe	Botswana, Lesotho, Mozambique, Namibia, South Africa, Zimbabwe
East	Burundi, Djibouti, Eritrea, Ethiopia, Kenya, Rwanda, Madagascar, Mauritius, Somalia, Sudan, Tanzania, Uganda	Burundi, Eritrea, Ethiopia, Kenya, Rwanda, Sudan, Tanzania, Uganda
West	Benin, Burkina Faso, Cape Verde, Cote d'Ivoire, Mali, Nigeria, Senegal	Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES) for Benin, Burkina Faso, Cote d'Ivoire, Mali, Senegal. Regulatory agencies in Cape Verde, Mali, Nigeria
Central	Cameroon, Democratic Republic of Congo (DRC)	Cameroon
Total		

In Southern Africa, there are well established quality assurance regulatory agencies in Botswana, Lesotho, Mozambique, Namibia, South Africa and Zimbabwe. The ministries of education currently carry out regulatory functions for higher education in Angola, Madagascar, Malawi and Mauritius. All the Southern African countries under this study, except Angola, have credit systems.

In East Africa, Djibouti and Somalia have no national quality assurance regulatory agencies, while Burundi, Eritrea, Ethiopia, Kenya, Rwanda, Tanzania and Uganda have well established national quality assurance agencies.

In West Africa, the Ministry of Education and Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES) provide regulatory functions for higher education institutions in the French speaking countries of Benin, Burkina Faso, Cote-d'Ivoire, Guinea, Mali, Niger, Senegal, and Togo. Although Guinea Bissau is a Portuguese speaking country, it has also subjected itself to the regulatory activities of CAMES. As expected in existing regional protocols such as CAMES and the ECOWAS Convention on the recognition and Equivalences of Education, some Member States (Cape Verde, Ghana, Mali, Nigeria, Senegal and Sierra Leone) have established national regulatory agencies.

Only three countries were covered in Central Africa under this study. Higher education regulations in Cameroon is under the CAMES system, while that of the Democratic Republic of Congo is under the control of the Ministry of Education. The number of countries with national higher education regulatory agencies has increased since the report produced by Materu (2006) on the same subject.

5.3.2 The Prevalence of a Credit System

In North Africa, all the countries in this study are committed to the LMD system; and credit systems operate in their higher education institutions. However, not all the universities in the five countries employ a credit system. Some universities are still using the old British system.

In Southern Africa, only Angola lacks a credit system. All the other eight countries have one form of credit system or another. All universities in Madagascar, Mauritius, Namibia and South Africa maintain a credit system. As in the case of the North African countries, not all universities in Botswana, Lesotho, Malawi, Mozambique and Swaziland currently operate a credit system. In Zimbabwe, 15 universities have committed to change from Course Unit System to Credit System.

In East Africa, a credit system started with Kenya in 1968; and in 2012, Burundi became the latest country to adopt the system. It is only in Somalia that a credit system does not exist in east Africa. Some of the countries, such as Djibouti, have not been able to apply a credit system to their medical programmes.

In West Africa, a credit system started in Nigeria in 1968 and developed widely between 2008 and 2010 in other countries. Some programmes in medicine are exempted from the credit system.

In Central Africa, a credit system started in Cameroon in 2007 and most universities there operate the LMD. Not all universities in the Democratic Republic of Congo (DRC) operate a credit system though LMD is at a pilot phase at the University of Lubumbashi.

There are various publications in the different regions on their operations of a credit system. Countries where these publications have been produced include Algeria, Cameroon, Madagascar, Mozambique, Nigeria, South Africa, and other countries under the purview of CAMES protocol.

5.3.3 Measuring Credit

Generally, the process of accreditation includes peer reviews, site visits and a report to establish quality, capacity, outcomes and need for improvement.

In North Africa, credit is measured in terms of the teacher contact hours with the learners. In some cases, both the staff contact hours and the time taken for the students to carry out independent studies are taken into consideration. Tunisia is an exception.

In Southern Africa, most of the countries use notional hours including contact time, structured learning, workplace learning, assessment and self-study. (One credit amounts to 10 notional hours.) However, in Mauritius, a credit is based on staff contact hours where one credit unit is equivalent to one hour lecture or three hours of practical or one hour of tutorial that spans over 15 weeks.

In many countries in East Africa, contact hours and independent work of students are employed in determining credit. However, in Ethiopia and Djibouti, contact hours are employed for measuring credit.

In West Africa, credit is measured using the staff contact hours only. In Nigeria, one credit unit means a course work of one hour lecture or three hours of practical or one hour of tutorial, over a 15-week semester term.

Similarly, contact hours are used to measure credit in Central Africa. There are few universities which are using both contact hours and students learning hours in the calculation of credits.

5.4 Value of Credits in Different Levels

A credit does not have the same value in the countries and regions studied, as shown in Table 2. One credit load is made up of 20 to 25 hours of teaching and learning hours. In some other cases, it is one hour of teaching over a period of 15 to 16 hours, or practical classes of two to three hours over a semester made up of 15 to 16 weeks.

Table 2: Values of One Unit in Different Regions

Credit system	Value of one credit unit course	Region where applicable
Contact hours teacher's workload	1 hour of lecture over 15 weeks	Northern Africa, Western Africa
	2 hours of practical over 15 weeks	Northern Africa
	20-25 teaching and learning hours	Northern Africa
	3 hours of practical for 15 weeks	Western Africa
	1 hour of tutorials for 15 weeks	Western Africa, Northern Africa
Learners' centred	10 hours of notional hours made up of contact time, structured learning, workplace learning, assessment, and self-study Southern Africa, Eastern Africa	
	15-18 hours of notional hours made up of contact time, structured learning, workplace learning, assessment, and self-study	Eastern Africa
	15 hours of lectures and 10 hours of independent work	Eastern Africa

In Eastern and Central Africa, contact hours and independent work of students are employed in determining the value of credits. Accordingly, one unit is equivalent to 10 notional hours; one credit is equivalent to 15 to 18 contact hours or students workload; and one unit is equivalent to 15 hours of lectures and 10 hours of independent work.

In many countries in West Africa, contact hours are used in determining credits. Accordingly, one credit is equivalent to one contact hour or three hours of practical or one hour of tutorial per week for 15 weeks. The credit load per year varies from institution to institution and from country to country, as shown in Table 3.

Table 3: Credit Load per Year

Region	Credit Points Per Year
North	30 – 60 units
South	18 – 60 units
East	36 – 60 units
West	30 units, 48 units, 60 units
Central	36 – 60 units

The credit load for various programmes is different among the regions as shown in Table 4. However, a common credit point per year across the continent appears to be 60 units.

Table 4: Credit Loads for Different Programmes

Region	Bachelors	Masters	Doctorate
Northern	120–180	36 units or 130–136 units	No information provided
Southern	60, 100, 120 credits	60, 120, 180	120, 360, 480
East	In Burundi, 180 (But 420 for Medicine and 240 for Engineering) 60, 135, 120, 180 units for others	120–136, 360	
West	180–360	36–180	120
Central	108–180	120	300

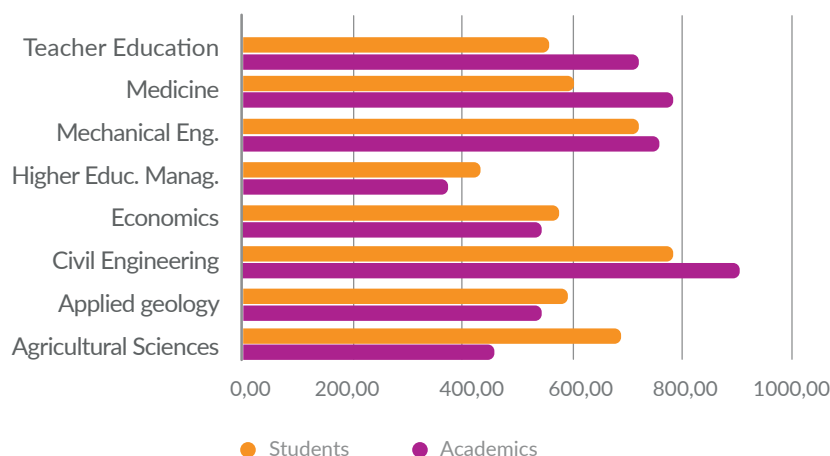
6. Workload in Africa: Highlights of a Study

A study was undertaken to establish the scope and prevalence of workload in African higher education systems based on a survey which involved 571 academics and 5,266 students in 107 institutions which are participating in the Tuning Africa II Project (2015-2018). The study explored the extent of workload to learn a unit/course/module in a semester on the basis of contact hours and independent work.

The study examined workload by field/discipline which included seven undergraduate disciplines: Agricultural sciences, Economics, Civil Engineering, Mechanical Engineering, Applied Geology, Medicine, Teacher Education, and one post-graduate programme: Higher Education Management. Except Teacher Education, a striking similarity of opinion between students and academics, as regards to contact hours vs independent work, is recorded. In a similar trend academics and students from all the five African regions—North, South, Central, East, West—have exhibited considerable congruity on the number of contact hours vs independent work to learn a unit/course/module in a semester.

Figure 1 presents the number of hours that students and academics thought it would be required to complete all the requirements of a unit/course/module in a semester, per fields/discipline, taking into account both contact hours and independent work. Civil Engineering stood highest, followed by Medicine and Teacher Education, for academics. Civil Engineering stood again the highest, followed by Teacher Education and Applied Geology, for students.

Figure 1: Hours Needed to Complete All the Requirements of a Unit/Course/Module in a Semester per Disciplines/Field



According to the study, the student workload over a period of a year spans from 1,350 to 1,800 hours, which Tuning Africa II project endorsed after further deliberation. This compares relatively well with Europe standing at 1,500 to 1,800 hours and Latin America at 1,440 to 1,980 hours for both contact hours and independent work.

7. Conclusion

African higher education has an array of schemes in credit systems, credits, and workloads without whose harmony the key mission of the continental higher education space in particular and the African Union's vision—of an integrated, prosperous and peaceful continent—in general may remain elusive. Hence, the need for a systematic and rigorous description and analysis of establishing common and basic, but key and critical, frameworks and pillars of the harmonization process.

Through extensive research undertakings and intensive dialogue of the Tuning Africa II project, the definition of a credit system and workload have now been established. The project also agreed to the total number of hours of a workload per year.

From the study, the following findings can be deduced about the state of the art of credit in African higher education system.

- i. Credit system has been functional in the African Higher Education systems for many years.
- ii. African universities consider credit as a tool for measuring the load of the teacher rather than as an expression of the volume of learning based on defined learning outcomes and associated workload.
- iii. In many African institutions, credit is measured based on the contact time with the teacher.
- iv. Credit does not have the same value in all the countries and regions. (Anglophone and Francophone credit systems differ.)
- v. There is currently no credit transfer system among institutions in Africa.
- vi. The load of credit is not comparable among institutions in Africa.

8. Recommendation

1. There is a compelling need to have a common agreement on the definition and value of a credit in the African higher education systems in order to promote transferability and comparability—key to harmonizing the African higher education space and promote mobility.
2. There is a need for consensus on the workload of a credit unit. The general trend is that 60 credits are equivalent to the workload of full-time student during one academic year. We thus recommend to adopt this widespread international trend of 60 credits for Africa.
3. There is a need for consensus on the number of credit units for each year and for the different programmes, i.e. Bachelors, Masters and Doctorate.
4. There is a need for a consensus on the student workload over a period of a year which straddles between 1,350 and 1,800 hours. We thus recommend to adopt between 1,350 and 1,800 hours of workload for Africa which sits well within the international norms.
5. There is a need for a harmonized continental credit system that balances the different systems that span the continent: Anglophone, Francophone and Lusophone countries.

9. References

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Annex II

Minutes of ACTS Launch Workshops for HAQAA2

Abidjan, 8 – 9 June 2022

Summary and outcomes of the first re-launch workshop

Held back-to-back with the HAQAA2 Advisory Board meeting, a one-day workshop was organized on Abidjan on 8-9 June, where major African regional associations and networks for higher education and quality assurance, as well as the Task Force members and several invited experts, revised the work done on the ACTS in 2018 and discussed how the proposal could be taken forward, disseminated and implemented in their regions and systems.

The first two sessions (1. A Credit System from a global perspective and 2. ACTS: A credit system proposal for Africa) gave important context regarding credit systems and also re-visited the purpose behind the work that had been done on ACTS in 2017-18. The session entailed intense debate by the participants

The European experience with ECTS was very meaningful for the discussion, particularly because of the similarities between the current situation in Africa and the time ECTS was first launched in Europe in the 1980s. At this time, the procedures for recognition of foreign studies were rather rigid and based on a detailed comparison of curricula. Furthermore, it was quite common that higher education systems were based on the use of contact hours. However, these lacked a good account of the work a student was expected to do during his/her studies. The work that students were expected to do autonomously through independent studies, project work, or periods of practical training were not accounted for. This situation also appeared clearly in the contribution made from Latin America.

In addition, and again with similarities to Africa, there were and are a wide diversity of higher education structures, approaches and traditions across continents (Europe, Asia, Latin America). Higher education institutions in the different contexts combine different learning activities to develop programmes, but the proportion of classroom teaching, practical work, autonomous work, project work, and so on, varies greatly. Only Europe has a common credit system (ECTS), which has gained political and institutional acceptance and implementation over time. In Southeast Asia, four systems coexist (ACTS, UMAP, UCTS, AACs), involving in some cases different countries or attached to different organisations and projects. And in Latin America, no credit system has been formally implemented, but there are national systems in several countries that adopted the 'CLAR' as a reference. What has been learned from the experiences of other regions is that a credit system based on contact hours would not give a sufficient account of the equivalence between courses, even though the expected learning outcomes were equivalent.

The majority of the systems discussed in Session 1 have undertaken research on the number of hours that are necessary to achieve learning outcomes. Different types of interrelated elements that influence “productivity”—i.e. the time to obtain the required level of learning by a student—could be identified. These include: diversity of traditions; curriculum design and context; coherence of curriculum; teaching and learning and assessment methods.

The extensive discussions forced a modification of the third session scheduled for 8 June. As a result, both group work sessions were held consecutively on 9th June. The three groups formed had a regional composition in order to be able to address the guidelines for Session 6 (See Annex with Groups composition).

After two and a half hours of group sessions, the following **conclusions** were presented in plenary:

Firstly, a number of aspects were identified that highlight the importance of the ACTS for the African context:

- Facilitate recognition and comparability.
- Promote flexible learning pathways.
- Connect with and reinforce Qualification Frameworks (linked to the prior)
- Support the role of universities in SDG4.
- Introduce in many contexts the language of Learning Outcomes and Student Workload.

Beyond these benefits, there is a compelling need to have a common agreement on the definition and value of a credit in the African higher education systems in order to promote transferability and comparability—key to harmonizing the African higher education space and to promoting mobility.

A second aspect shared in the discussion was related to the main barriers identified by the groups for a future implementation of ACTS in the African context:

- Lack of awareness of the ACTS (and the importance of a credit system) and how it can and must relate to other institutional processes (QA, governance strategy, information sharing).
- Lack of awareness of its added value as part of the Pan-African Quality Assurance and Accreditation Framework and how it complements continental integration processes
- Difficulty in changing behaviors at institutional level, from a teacher and student perspective.
- Different regulatory mechanisms at national level.
- Lack of continental support
- Non-alignment with major regional initiatives: STISA 24, Vision 2063, Addis Ababa Convention (not ratified in all African Member States), UNESCO Global Recognition Convention.

Faced with these difficulties, the groups discussed what actions could be implemented to move forward with the adoption of ACTS in the African context. The following proposals were identified:

- Seek synergies between the various existing initiatives, including those of regional communities which has already explored the possibilities of a common credit system and/or are committed politically to this (East Africa, SADC)
- Wider ratification of the Addis Ababa and Global conventions.
- Conduct information campaigns at sub-regional, state and institutional levels the benefits of ACTS and how it's introduction could shape African higher education
- Encourage the creation of a project team at the African Union, but also at sub-regional and state/country levels with focal points. Promote dynamic involvement and leadership of the AU and AUC in this process.
- Strengthen the role of regions and trans-regional bodies: CAMES, AAU, REESIRAC, REESAO that would be important stakeholders in the promotion of the ACTS, in conjunction with focal points as mentioned before

- Organise inter-regional workshops/ facilitate inter-regional dialogue, to ensure discussion on ACTS cross-linguistic and regional lines
- Conduct targeted awareness campaigns to change mind sets with key actors (students and professors).
- Consult national regulatory agencies and universities on how ACTS can be translated into their respective systems and legislative frameworks and compatibility with existing credit systems

The workshop endorsed the next activities that would be undertaken with the support of the HAQAA initiative, notably regionally focused workshops which would serve to further disseminate and debate the concept as well as the practical implementation of ACTS.

A new name for ACTS?

At the end of the plenary, there was a discussion on the acronym to be used for African Credit. In the first session of the workshop on “Credits from Global perspective”, the speaker from Asia (ASEAN University Network) showed the four existing credit systems in that region, one of which had the same acronym as the African credit (ACTS). It was therefore decided that a new acronym was needed and some options were put forward (PANACTS; AfriACTS; AfrACTS) Since no agreement was reached, it was decided to leave the responsibility to the African Credit Transfer System Task Force (ACTS-TF) to come up with a new acronym shortly.

Agenda

Wednesday 8 June 2022		
TIME	TOPIC	PRESENTER
14:00 – 14:10	Official welcome and introductions - Elizabeth Colucci (OBREAL Global) - Olusola Oyewole (AAU) - Christoph Hansert /Stefan Bienefeld (DAAD)	OBREAL Global / HAQAA2 Implementing Team
14:10 – 14:30	Welcome Address: The Minister Professor Adama DIAWARA, Minister of Higher Education and Scientific Research	
14:30 – 15:30	Session 1: A Credit System from a global perspective <i>Round Table (1 hour) – 4 panelists (virtually)</i> - Recognition and credit mobility. Main characteristics. (European Expert – Howard Davies, Senior Advisor, EUA/HAQAA2 Expert) - What do we mean by ‘student workload’ and why does this matter is related to credits and recognition? Brief explanation of ECTS. (Michael Gaebel, Head of Higher Education Policy Unit, EUA/BFUG representative) - National experiences in Latin America moving forward a regional credit system (Marina Larrea – Director of International Cooperation – Ministry of Education in Argentina) - Asia and its development in credit system (Choltis Dhirathiti - Executive Director of the ASEAN University Network (AUN))	<u>Chair:</u> Olusola Oyewole (AAU)
	Questions and Answers	
15:30 – 16:30	Session 2: ACTS: a credit system proposal for Africa <i>Round Table (1 hour) – 3 panelists</i> - Introduction of the importance of an African Credit system. State of the art of National and Regional Credit initiatives. Connection of ACTS with other Recognition mechanisms in Africa (Olusola Oyewole - Secretary General of the AAU) - Student Workload measurement as a basis of ACTS. Some findings in different regions. (Pablo Beneitone - OBREAL Global) - Key elements of ACTS proposal. (Hortense Atta Diallo - Vice Rector of Nangui Abrogoua University – Ivory Coast)	<u>Chair:</u> Stefan Bienefeld (DAAD)
	Questions and Answers	

16:30 – 17:30	Session 3: Group Discussion 1 (1 hour) Brief Introduction to Work Discussion 1. Group composition (5 or 6 groups). Presentation of Questions to be discussed and answer in each group - Are any other Key elements which should be included in ACTS proposal? Which ones? - What would be the main barriers for the uptake of ACTS in your country/region? - How could these obstacles be overcome? <i>Resource persons : Matete Madiba, Charles Onana, Ahmed Elgohary, Goski Alabi</i> Summary and preparation of a short report to be presented at plenary next morning Questions and answers	
Thursday 9 June 2022		
09.00 – 10.00	Session 4: (1 hour) - Reporting from groups about internal discussion and main findings/agreements on the three questions proposed on Session 3. Open discussion. - Brief Introduction to Group Discussion 2. Group composition (5 or 6 groups). Presentation of the topics to be discussed and answer in each group	Chair: Ana Maria Nhampule (Vice Rector of Universidade Joaquim Chissano, Mozambique)
10.00 – 11.30	Session 5: Group Discussion (1. 30 hour) Topic 1: In order to install ACTS discussion in your region/ country, which strategies do you propose? Identify 5 main steps/strategies to be implemented Topic 2: In order to inform the academic community in your country/region about ACTS and its importance/ relevance, draft a Seminar/Workshop proposal to develop in your country/region, identifying: - Target groups to be invited - Number of participants - Format (virtual, face to face, hybrid) - Structure of the encounter (one day, half day; workshop or seminar) - Sessions to be developed (main aspects to be discussed) - Main results expected of the encounter <i>Resource persons : Matete Madiba, Charles Onana, Ahmed Elgohary, Goski Alabi</i>	
11.30 – 12.30	Session 6: (1 hour) Closing Plenary. Reporting from groups about internal discussion and main findings / agreements in relation to Topic 1 and 2.	Chair: Olusola Oyewole - Secretary General of the AAU
12.30 – 12.40	Closing remarks	

List of Participants

Name	Organization	Country
Kibrome Mekonnen	Ethiopia	Ethiopia
Juma Mukhwana	Kenya National Qualifications Authority (KNQA)	Kenya
Ben Ruhinda Gakwaya	IUCEA Rwanda	Rwanda
Michael Mawa	IUCEA Uganda	Uganda
Maria Luisa Lopes Chicote	CNAQ Mozambique	Mozambique
Jeffy Mukora	CNAQ Mozambique	Mozambique
Tafadzwa Rusive	SARUA Zimbabwe	Zimbabwe
Ana Maria Nhampule	Mozambique	Mozambique
Ntemela Rachel Madiba	University of Pretoria South Africa	South Africa
Nodumo Dhlamini	AAU Zimbabwe	Zimbabwe
Stephen Simukanga	SAQAN Zimbabwe	Zimbabwe
Michael Gaebel	EUA Belgium	Belgium
Amr Ezzat Salama	AArU Egypt	Egypt
Ahmed Elgohary	Egypt-Japan University of Science and Technology	Egypt
Youhansen Eid	NAQAAE Egypt	Egypt
Stefan Bienefeld	DAAD Germany	Germany
Michaela Martin	UNESCO France	France
Goski Alabi	ANIE Ghana	Ghana
Olusola Oyewole	AAU Nigeria	Nigeria
Caseley Olabode Stephens	AUC Nigeria	Nigeria
Peter Kwasi Kodjie	AASU Ghana	Ghana
Abdoulaye Salifou	UNESCO Nigeria	Nigeria
Juru Eglantine	AAU Rwanda	Rwanda
Abdallah Baguma	EAQAN Rwanda	Rwanda
Zakari Lire	CAMES Burkina Faso	Burkina Faso
Jackson Jioleo Lontchi	ASAF Cameroun	Cameroun
Aissatou Sy-Wonyu	AUF Cameroun	Cameroun
Charles Awono Onana	Université des Montagnes Cameroun	Cameroun
Sarah Lange	DAAD Germany	Germany
Wail Benjalloun	UNIMED Morocco	Morocco
Lamine Gueye	ANAQ-Sup Senegal	Senegal
Abdou Cissé	ANAQ Sup Senegal	Senegal
Bernard Zuppinger	AUF France	France
Pr. DIALLO- ATTA Taky Hortense	UNA, Abobo-Adjamé Cote d'voire	Cote d'voire
Adama DIAWARA	Cote d'voire	Cote d'voire

ANNEX III

Minutes of ACTS National Workshop: Ethiopia

Addis Ababa, 5 October 2022

Participants: Olusola Oyewole (Secretary General of the AAU), Damtew Teferra (AAU), Ana Maria Nhampule (Universidade Joaquim Chissano, Mozambique), Stephan Bienefeld (DAAD), Sarah Lang (DAAD), Elizabeth Colucci (OBREAL), Nicolás Patrici (OBREAL), Apiyo Okwiri (OBREAL) Pablo Beneitone (OBREAL)

The original Workshop agenda was restructured and it was decided to focus on the Ethiopian credit experience. Prof. Abebaw Yirga Adamu from Addis Ababa University made a comprehensive presentation of the credit system in Ethiopia and its connection with ACTS.

He emphasised that for many decades credit in Ethiopia was centred on teacher time, inspired by the American credit of 1 credit = 16 contact hours. Since 10 years ago a new credit was introduced, inspired by the European ECTS and student-centred learning, where the value of 1 credit was set at 27 hours of total student workload. This introduction implied a shift from a teacher-centred to a student-centred learning. For this purpose, a group of experts elaborated a *Guideline for the Implementation of EtCTS* (Ethiopian Credit Transfer System), which would involve:

- Facilitate implementation of Competence-Based Curriculum
- Enhance the transparency and comparability of study programs, study periods and qualifications, and
- Facilitate student mobility within and across universities

In Ethiopia there is no official regulation on credits, only this Guideline. Given the autonomy of universities, the incorporation of this new credit system has had a poor and inconsistent implementation, which it is reflected in:

- Not been achieved at national level (e.g., private HEIs are using credit based on contact hours).
- Not well-understood among the Higher Education community the relation between Competence-Based Curriculum, learning outcomes and student workload.
- Parallel implementation of both systems (EtCTS and Credit based on contact hours).
- Allocation of credits is mainly based on contact hours.
- Some allocate haphazardly and is less than a semester workload.

Afterwards, the discussion focused on different reasons that would explain the difficulties in implementing student workload-based academic credit in Ethiopia:

- Lack of clear national policy/directives on the purpose and use of the credit system.
- Universities did not properly communicate the assumptions, purposes, and benefits of the learning outcomes and student workload-based credit.

- Teachers and students associate the new credit system (EtCTS) with its grading system rather than its features relating to student workload and learning outcomes.
- Ethiopia attracts few degree-seeking international students; it thus has less incentive to facilitate student mobility and recognition of study periods and qualifications
- Universities do not respect their academic calendar year in and year out.

It was concluded that the incorporation of ACTS could be a good opportunity to have a clear policy and directive on credit across the country irrespective of ownership and types of university. Also, it will help to reemphasize the purpose and benefits of a credit system based on learning outcomes and student workload.

Difficulties in both Ethiopian and European contexts regarding the allocation of credits to doctoral programmes were also shared.

Based on the reflections of the presentation made by Prof. Abebaw Yirga Adamu, the participants proposed different actions in the short and medium term.

For the short term (from now till the end of HAQAA2) and regarding the process of revitalisation of the ACTS, it was decided to replicate this focused exercise conducted in Ethiopia (Discussion Group) in the next meeting African Quality Assurance Network Conference (AfriQAN) which will be held in Mozambique (25-27 October) and in the Final HAQAA2 Event which will be held in Ghana (6-9 December). For this purpose, it will be relevant to convene local/national experts in each of these areas to describe the national credit situation and analyse the link with the ACTS.

For the Mozambique meeting, Ana Maria Nhampule will be the person in charge of organising and leading the Discussion Group, with the participation of other ACTS Task Force members in person and virtually. For the Accra meeting, the AAU will be responsible. A similar virtual meeting with a CAMES member is also expected to take place before the end of the year, incorporating the perspective of francophone countries. From OBREAL will contact CAMES in order to organise this Discussion Group.

A format for the Discussion Groups was proposed, which should include 5 elements to be considered:

1. Teacher Centred Learning
2. Student Centred Learning
3. Learning Outcomes
4. Student workload
5. Conversion on credits and Credit Allocation.

The information gathered in these Discussion groups will be very relevant for the elaboration of a future strategy for the implementation of ACTS on a continental scale.

In the medium term, and in a future project, it was suggested to take into account National Regulation Agencies and Regional Bodies perspectives as key actors in the process of implementation of ACTS.

Finally, it was also proposed to resume the discussion in Ghana next December on a new acronym for ACTS (AfriACTS; AfrACTS, other).

ANNEX IV

Agenda of ACTS National Workshop: Mozambique

Maputo, 27 October 2022

Objetivo: Promover o diálogo regional sobre a importância do Sistema Africano de Acumulação e Transferência de Créditos (ACTS) para a mobilidade internacional e o reconhecimento académico, identificando claramente os principais desafios para a sua implementação e também propostas para o seu avanço.

Participantes: 30 representantes de instituições de ensino superior moçambicanas

Quinta-feira, 27 Outubro de 2022		
HORÁRIO	TÓPICO	Oradores
13:30 – 13:45	Abertura Oficial e Notas Introdutórias	OBREAL Global / HAQAA2 Implementing Team
13:45 – 14:30	Sessão 1: ACTS: Uma Proposta do Sistema de Créditos para África <i>Mesa Redonda (45 min) – 2 painelistas</i> - Importância de um sistema africano de créditos. Estado da arte das iniciativas nacionais e regionais de Créditos. Ligação entre ACTS e outros mecanismos de reconhecimento em África - Elementos-chave da proposta de ACTS	Moderadora: Sarah Lang, DAAD Olusola Oyewole, Secretary General of the AAU Ana Nhampule, Vice Rector of Universidade Joaquim Chissano, Mozambique)
	Perguntas e Respostas	
14.30 – 15.15	Sessão 2: Créditos, Volume de Trabalho dos Estudantes e Resultados de Aprendizagem <i>Mesa Redonda (45 min) – 2 painelistas</i> - A importância do volume de trabalho dos alunos e dos resultados da aprendizagem para o desenho do currículo - Medição da carga de trabalho do aluno como base do ACTS. Algumas constatações em diferentes regiões.	Moderador: Olusola Oyewole - SG of the AAU Stephan Bienefeld, DAAD Pablo Beneitone, OBREAL Global
	Perguntas e Respostas	
15:15 – 15:30	Intervalo	
15.30 – 16.15	Sessão 3: Contexto nacional <i>Mesa redonda (45 min) – 3 painelistas</i> - Estado da arte das iniciativas de crédito ao nível nacional e na regional da África Austral - Potencial ligação entre o ACTS e os mecanismos de reconhecimento em Moçambique	Chair: Sara Lang, DAAD Jefy Mukora, CNAQ Alexandra Rodrigues, ISCISA Boaventura Cuamba, UEM
	Perguntas e Respostas	

16:15 – 17:15	Sessão 4: <i>Discussão Plenária (1 hora)</i> Perguntas para o Debate: • Já existem experiências no trabalho com sistemas de crédito nas IES representadas no Workshop? Se sim, como são tais experiências? • Quais seriam os benefícios do ACTS? • Quais seriam os desafios? • Quais seriam as principais barreiras para a adopção do ACTS na sua instituição? • Sente que a comunidade académica tem uma boa compreensão sobre a mudança da abordagem focada ao ensino para a abordagem focada na aprendizagem e do conceito de resultados de aprendizagem, volume de trabalho dos alunos e outros conceitos ligados aos ACTS? • O que seria necessário para implementar o ACTS nas universidades moçambicanas (decisões políticas, novos regulamentos, capacitação, etc.)? Por favor, defina três ações-chave para possível implementação. • Onde vê a ligação entre a ACTS e a garantia de qualidade interna e externa? Como é que isso pode funcionar no contexto moçambicano?	Moderadora: Ana Nhampule, Vice Reitora, UJC
17.15 – 17.30	Encerramento	Olusola Oyewole, SG of the AAU OBREAL Global / HAQAA2 Implementing Team

Minutes of ACTS National Workshop: Ghana

Accra, 6 December 2022

Objective: Promote regional dialogue on the importance of ACTS for international mobility and academic recognition, with clear identification of the main challenges for its implementation and also proposals for its advancement.

Participants: 25 persons. Representatives from Ghanaian higher education institutions and government stakeholders

AGENDA

Tuesday 6 December 2022		
TIME	TOPIC	CHAIR
9:00 – 9:10	Official welcome and introductions (OBREAL Global / HAQAA2 Implementing Team)	
9:10 – 10:15	Session 1: ACTS: a credit system proposal for Africa <i>Round Table – 4 panelists</i> • Introduction of the importance of an African Credit system. State of the art of National and Regional Credit initiatives. Connection of ACTS with other Recognition mechanisms in Africa (Olusola Oyewole - Secretary General of the AAU) • Student Workload measurement as a basis of ACTS. Some findings in different regions. (Pablo Beneitone OBREAL Global) • Key elements of ACTS proposal (Damtew Teferre - AAU) Questions and Answers	
10:15 – 10:30	Coffee break	
10:30 – 11:30	Session 2: Group Discussion (1 hour) Brief Introduction to Work Discussion. Group composition (4 groups). Presentation of Questions to be discussed and answer in each group • Are there already experiences in working with credit systems in your institutions? If so, how are these experiences? • What would be the benefits of the ACTS system? What would be challenges? • What would be necessary to implement ACTS in Ghanaian universities (political decisions, new regulations, training, etc.)? Please define three key actions for further implementation. Summary and preparation of a short report to be presented at plenary	
11:30 – 12:00	Session 3: Plenary session • Reporting from groups about internal discussion and main findings/agreements on the questions proposed on Session 2. Open discussion. • Closing remarks	

The outcome of the ACTS workshop breakout groups on 6th December 2022 in Ghana:

Question One [1]

- **Are there already experiences in working with credit systems in your institutions? If so, how are these experiences?**
 - All the 3 groups recognised the existence of credit systems operating in Ghanaian universities. The experience though is that it is institutional-specific. Each institution determines the procedure to adopt in the process with varied grading systems. There is no national policy to guide that.
 - The assessment of the workload and outcomes differs from one institution to the other.

Question Two [2]

- **What would be the benefits of the ACTS system? What would be the challenges?**

Benefits

- It would lead to student and staff mobility. Especially in the sub-region where there is political instability, will enable the affected students to easily move from one African country to the other to continue their education without hindrance. Also, qualifications for employment will be readily accepted.
- Tool for comparing programmes, curricula
- Promote institutional linkages and collaboration
- Ease of assessment of qualifications
- Recognition of courses/programmes and qualifications offered in different institutions
- Comparability with foreign degrees/qualifications
- Job mobility

Challenges

- Structures in Ghanaian universities are not harmonised. There is no common ground to reduce the gap in the grading system in Ghanaian universities (different grading systems).
- There is no National Qualification Framework to serve as a benchmark
- Lack of expertise to help resolve some of the issues raised with ACTS.
- Lack of support for private tertiary institutions by the government which may hinder their cooperation
- Lack of capacity of developing instructional design (Development of expected learning outcomes)
- Different academic calendars
- Non-existence of uniform credit
- Resistance to change

Question Three [3]

- **What would be necessary to implement ACTS in Ghanaian universities (political decisions, new regulations, training, etc.)? Please define three key actions for further implementation.**
 - The ACTS working document should be published and discussed with key stakeholders to get the needed support.
 - To avoid resistance in the various institutions the benefits of ACTS should be shared widely.
 - There should be a revised national regulatory framework regarding the grading system of universities. This will lead to a national harmonised grading system for universities.
 - There should be general education and awareness creation.
 - Programmatic benchmarks
 - Working definition of Key terms (workload, notional hours, credit,...)
 - Need to have a National Qualifications Framework in place
 - Guidelines for implementing the harmonized ACTS
 - Inter-disciplinary groups to develop the body of knowledge
 - Academic calendar alignment
 - Alignment with Addis and Global Convention on Recognition of qualifications
 - Stakeholder engagement on the ACTS (Government, Educational Institutions, Learners)
 - Advocacy and awareness