Tuning Africa Phase II

Third General Meeting

Accra, 17-19 October 2016
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1. AGENDA

1.1. General Agenda

TUNING AFRICA PHASE II
Agenda for the Third General Meeting
17 to 19 October 2016
Accra, Ghana

Accommodation
Swiss Spirit Hotel & Suites
Alisa Accra, 21
Dr. Isert Road - North Ridge,
Accra
Ghana

Sunday 16 October 2016
Arrival of Tuning Africa II participants
19.00 – 20.30 Registration
20.30 Dinner: Hotel

Monday 17 October 2016
Swiss Spirit Hotel & Suites
Alisa Accra, 21
Dr. Isert Road - North Ridge,
Accra
Ghana

Morning Session

PLENARY

8.00 – 9.00 Registration
9.00 – 9.30 Official Opening and welcome
H. E. William Hanna, EU Ambassador to Ghana.
H. E. Professor Jane Naana Opoku Agyemang, Minister for Education of Ghana
Professor Samuel Kwame Offei, Pro Vice-Chancellor of the University of Ghana
Dr. Beatrice Njenga, Head of Education Division; African Union Commission

Chair: Professor Olusola Oyewole, Vice Chancellor of the Federal University of Agriculture Abeokuta and President of the Association of African Universities

This initiative is implemented on behalf of the European and African Union Commissions by:
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<th>Time</th>
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| 9.30 – 10.00 | General overview of the main tasks and activities for the Third General Meeting.  
|              | Pablo Beneitone, Director Tuning Academy, University of Deusto  
|              | Julia González, General co-coordinator of Tuning  
|              | María Ortiz-Coronado, Tuning Africa Project Manager, University of Deusto  
|              | Chair: Charles Awono Onana, Director, Ecole Nationale Supérieure Polytechnique, Yaoundé I, Cameroon |
| 10.00 – 10.30 | Implementation procedures: staff development strategies:  
|              | Report on the on-line Course design for outcomes based learning in higher education  
|              | New proposals and initiatives:  
|              | - New on-line course: Practical Assessment for learning  
|              | - Workshops and e-workshops for good practices  
|              | Ahmed ElGohary, President, Egypt-Japan University for Science and Technology (E-JUST)  
|              | Maria Yarosh, Tuning Academy - University of Deusto  
|              | Document: Staff Development Strategy for Tuning Africa II  
|              | Chair: Etienne Ehouan Ehile, Secretary General, Association of African Universities |
| 10.30 – 11.00 | Coffee Break |
| 11.00 – 11.30 | State of the Art of Credit in the African Higher Education System  
|              | Olusola Oyewole, Vice Chancellor of the Federal University of Agriculture Abeokuta and President of the Association of African Universities  
|              | Document: State of the Art of Credit in the African Higher Education System  
|              | Chair: Robert Wagenaar, Director of Tuning Academy, University of Groningen |
| 11.30 – 12.00 | Student Workload survey analysis.  
|              | Edurne Bartolomé, Tuning Academy, University of Deusto  
|              | Document: Results of consultation on Student Workload in Africa  
|              | Chair: Yohannes Woldetensae, Senior Education Expert, African Union Commission |
| 12.00 – 12.30 | The Student Voice in the African Harmonization Process in Higher Education.  
|              | 8 short presentations of Workload from the students’ perspective  
|              | Document: The Student Voice in the African Harmonization Process in Higher Education: some contributions about workload  
|              | Chair: Matete Madiba, Director of Student Affairs, University of Pretoria |
| 12.30 – 14.00 | Lunch: Hotel |
1.2. Agenda for the 3 NEW Working Groups (Economics, Geology and Higher Education Management)

Swiss Spirit Hotel &Suites
Alisa Accra, 21
Dr. Isert Road - North Ridge,
Accra
Ghana

AFTERNOON SESSION, WORKING IN SUBJECT AREA GROUPS

Agreements and consensus on the definition of a Credit System for Africa

Document: Results of consultation on Student Workload in Africa
Document: The Student Voice in the African Harmonization Process in Higher Education: some contributions about workload

14.00 – 16.00
Review of the state of the art in relation to credits across countries in the region.
General reflection on the relevance of a credit system in Africa.
Identification of difficulties for implementation in the institutions.

16.00 – 16.30
Coffee Break

16.30 – 17.30
Workload and the Student Voice in the African Harmonization Process in Higher Education
Analysis of the survey results (from the subject area perspective)
Discussion and main conclusions
Presentations by selected students on their answers to questions in the consultation.
- What are the different kinds of activities you carry out for your university work? How much time do you spend on each in a typical week? How different is it during exam times?
- What types of activities would you like to have more time for? What types of activities take too much time now? Would you like to include any other type of activities?
- Apart from your university work, what other demands (such as other private and professional commitments) do you have on your time in a typical week?

17.30 – 18.00
Summing up: main issues identified by the Subject Area group to be included in the minutes of the SAG:
- Relevance of a continental credit system; issues affecting its adoption that are related to the subject area.
- Main issues arising from the workload consultation for the subject area.

20.00
Dinner: Swiss Spirit Hotel &Suites
Tuesday 18 October 2016

Swiss Spirit Hotel & Suites
Accra
Ghana

09.00 – 10.30  Profiling: from meta-profiles to degree profiles
Reflection about Task 1 *Bridging between Meta-profile and reality.*
Open discussion about main findings in each institution.
Review the meta-profile taking into consideration the results of the institutional reports.
*Document:* *Bridging between Meta-profile and reality*

10.30 – 11.00  Coffee Break

11.00 – 12.30  Designing a Programme
Each partner must define a programme (new or an existing one to be redesigned) to work on during the next meetings (institutional or joint/double degree).
Description of the degree profile of the new programme or a revised programme in terms of generic and/or subject-specific competences.
Description of the profile in accordance with the Meta-Profile of the subject area.
Length and level of the programme.
*Document:* *Some examples for Designing a Programme*

12.30 – 14.00  Lunch: Hilton Hotel

14.00 – 16.00  Designing a Programme
Future fields, sectors of employment/occupation of graduates.
Definition of the competences and their levels.
Description the expected learning outcomes related to the competences.
*Document:* *Some examples for Designing a Programme*

16.00 – 16.30  Coffee Break

16.30 – 18.30  Designing a Programme
Structure of the programme: list of units/courses/modules.
Short explanation of the consistency of the programme with the competences, the expected learning outcomes and activities that will lead you to the learning outcomes (overall consistency of the programme).
*Document:* *Some examples for Designing a Programme*

20.00  Dinner: Hotel (tbc)

Wednesday 19 October 2016

Swiss Spirit Hotel & Suites
PLENARY SESSION

9.00 – 10.30  Presentation of the agreements and consensus reached by the 8 working groups and by the Tuning Africa Project Advisory Group (TAPAG)
Chair: Etienne Ehouan Ehile, Secretary General, Association of African Universities

10.30 – 11.00  Coffee Break

11.00 - 11.30  Tasks planned until the Fourth General Meeting (April 2017)
Pablo Beneitone and María Ortíz-Coronado, Tuning Academy, University of Deusto

11.30 – 12.00  Certificate Ceremony for representatives who have finished the online course design for outcomes based learning in higher education
Feedback from some participants.

12.00 – 12.30  Closing of Third General meeting.
Etienne Ehouan Ehile, Secretary General, Association of African Universities
Pablo Beneitone, Tuning Academy
Deirdre Lennan, EU Commission, Directorate General for Education and Culture
Beatrice Njenga, Head of Education Division; African Union Commission
Yohannes Woldetensae, Senior Education Expert, African Union Commission

12.30  Lunch: Hotel

Symposium on Research and Good Practices in competence-based student-centred approaches in higher education

14.00 – 14.15  Welcome and Opening
H. E. Professor Jane Naana Opoku Agyemang, Minister for Education of Ghana (tbc)
Professor Damtew Teferra, Professor of Higher Education and leader of Higher Education Training and Development, University of Kwazulu-Natal, South Africa

14.15 – 16.00  Research into competence-based student-centred approaches in higher education
Presentations:
- Jane E. Iloanya, Botho University, Botswana - Democratisation of Teaching and Learning: A Tool for the Practicalisation of the Tuning Approach in Higher Education?
- Alsaed S. A. Alshamy, Alexandria University, Egypt - Credit Hour System and Student Workload at Alexandria University: A Paradigm Shift
- Kinde Getachew Abebe, Jimma University, Ethiopia - Improving Self-Efficacy and Academic Performance in Applied Mathematics II through an Innovative Classroom Based Strategy: the Case of First Year Engineering Students at Jimma University, Ethiopia

This initiative is implemented on behalf of the European and African Union Commissions by:
- Fisseha Mikre Weldmeskel, Jimma University, Ethiopia - The Use of Quality Formative Assessment and Students’ Perception on Self-Regulating Learning in University Classrooms
- Brinda Ramasawmy Molaye, University of Mauritius, Mauritius - The Need to Enhance the Employability Skills of Undergraduates in Agriculture. Evidence from Students’ Perceptions and Employers’ Expectations
- Anthony Mugagga Muwagga, Makerere University, Uganda - The Tuning method and its implications for Uganda University curricula, competences and skills
- Lazarus Nabaho, Uganda Management Institute, Uganda - Developing Generic Competences in Life Sciences: The Untold Story of Makerere University College of Health Sciences in Uganda

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

16.00 – 16.30
Coffee Break

16.30 – 18.15
Accounts and examples of good practices in teaching, learning and assessment employed in implementing competence-based student-centred approaches in higher education.
Round Table:
- Peter Antonio Kwaira, University of Zimbabwe, Zimbabwe - Students Applying Their Knowledge Of Material Science In Problem-Solving: Implications for competence based-learning at the University of Zimbabwe
- Adams Otuoze U Onuka, University of Ibadan, Nigeria - Competences-Based Assessment Of an Instrumentation Course In Educational Research And Evaluation
- Masaaki Suzuki, Egypt-Japan University of Science and Technology, Egypt - Establishment of a New Undergraduate Programme “Mechatronics” in E-JUST
- Mohamadou SY, Institut Supérieur de Développement Local, Senegal - The improved student-centred E-learning Approach: the experience of ISDL

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

18.15 – 18.30
Summing Up, Recommendations, Closing the Symposium

20.00
Dinner: Swiss Spirit Hotel &Suites

Departure
2. PARTICIPANTS

The organisational structure of the project is as follows:

- Management Committee
- 8 Subject Area Working groups
- TAPAG – Tuning Africa Policy Advisory Group

2.1 Management Committee

The responsibility of the Management Committee is to carry out specific tasks required by the project. It is made up of the 9 general co-ordinators of the project and other regional representatives. One co-ordinators of each SAG s will be joining the MC as well.

In addition, in the Management Committee there exists a Coordination Unit in charge of the practical aspects of taking the project forward, and responsible for the administrative and financial management involved in achieving this. This Coordination Unit will be assisted by an IT professional, in charge of keeping online forms and questionnaires up to date, managing virtual discussion fora, administration of the Portal, and the management of all technology necessary for the development of the project.

2.2 List of Participants by Subject Area

Currently, 124 academics from 105 African universities are participating in 8 working groups based around different disciplines (Agricultural Sciences, Applied Geology, Civil Engineering, Economics, High Education Management, Mechanical Engineering, Medicine and Teacher Education). The universities selected are centres of national excellence in the disciplines they represent and have demonstrated an ability to engage in dialogue with other institutions that work in the same knowledge areas. They have a significant presence in the system (size of the institution, track record, credibility and academic authority) such that a considerable part of the system is represented by their participation.

AGRICULTURAL SCIENCES

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**APPLIED GEOLOGY**

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<td>Tunisia</td>
<td>Faculté des Sciences de Tunis</td>
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### CIVIL ENGINEERING

**Alger**  
Université Mouloud Mammeri de Tizi Ouzou  

**Benin**  
Université d'Abomey-Calavi (Phase II)  

**Botswana**  
University of Botswana  

**Cameroon**  
Université de Douala  

**Cape Verde**  
Universidade Jean Piaget de Cabo Verde (Phase II)  

**Democratic Republic of Congo**  
Université de Kinshasa  

**Egypt**  
Assiut University (Phase II)  

**Egypt**  
Tanta University (Phase II)  

**Ethiopia**  
EIABC - Addis Ababa University  

**Ghana**  
Kwame Nkrumah University of Science and Technology (Phase II)  

**Kenya**  
Moi University  

**Nigeria**  
Ahmadu Bello University  

**South Africa**  
University of Pretoria  

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<td>ECONOMICS</td>
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<td>ISCEE - Instituto Superior Ciências Económicas e Empresariais</td>
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**HIGHER EDUCATION MANAGEMENT**

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**MECHANICAL ENGINEERING**

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**MEDICINE**

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### 2.3 List of Participants at Tuning Africa Policy Advisory Group (TAPAG)

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2. 4 List of Participants at Symposium

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This initiative is implemented on behalf of the European and African Union Commissions by:
WORKING DOCUMENTS

3. BRIDGING BETWEEN META-PROFILE AND REALITY

3.1. ECONOMICS

3.1.1. Universite Hassan 1er

### FACULTY OF LAW, ECONOMIC AND SOCIAL SCIENCES
Done by Professor ABDOUNI ABDELJABBAR

**Task 2 (INDIVIDUAL) - Bridging between Meta-profile and reality**
The objective of this report is to compare (coincidences and differences) an institutional current degree profile with the Meta-profile agreed in Addis.

1. The degree: *Economy License, (BAC+3)*
2. Identify which is the profile for this degree at his/her University.
   The Economy License degree is obtained in our Faculty of law, Economics and Social Sciences after 3 years of university. Each year consists of two semesters for a total of 6 semesters.

   . The modules of 5th and 6th semesters are:
   **Semester 5:**
   - Econometrics (50 hours);
   - Industrial Economics (50 hours);
   - National Accounting (50 hours);
   - History of Economic Thought (50 hours);
   - International Economic Relations (50 hours);
   - Operational research to replace the course "Public Finance" from this year. (50 hours).
   **Semester 6:**
   - Growth and jobs (50 hours);
This initiative is implemented on behalf of the European and African Union Commissions by:

- Econometrics 2 (50 hours);
- Applied Informatics;
- Contemporary economic theories (50 hours);
- Project Graduation (50 hours);
- Project Graduation (50 hours).

3. Analyze this degree profile comparatively with the Meta-profile agreed at the Second General Meeting (Ethiopia, 2016):

   The organized study program includes most elements of the scheme "Meta Profile". Regarding theoretical economics, we find the modules of the history of economic thought and contemporary economic theories. At the level of applied economics, there are international economic relations, industrial economics, national accounts, growth and employment. In terms of quantitative methods include the modules of econometrics 1 and 2, operations research and applied computer science. These modules allow students to develop their knowledge in economics. Moreover, they practice these skills by preparing Memory "Project Graduation" in which they set up both theory and applications using certain technical tools such as econometrics. Finally, we have modules on communication in the first year of the faculty.

4. Select six academics from your subject area at your University or in the nearby and discuss the differences.

   The discussion with my colleagues on training in the institution from the developed meta-profile shows that there is no significant difference. Instead, they want to gather "knowledge" and "cognitive skills" in one section and remove "Ethical issues".

5. Conclusions.

   Our training is not significantly different from the meta-profile developed in Addis Abbaba especially at the basic elements. The suggestions are on the periphery: grouping of "cognitive skills" and "knowledge" and eliminating "ethical issues".
3.1.2. Universite de Goma

FACULTE DES SCIENCES ECONOMIQUES ET DE GESTION
Done by Professor NIYONSABA SEBIGUNDA EDSON
Task 2 (INDIVIDUAL) - Bridging between Meta-profile and reality
The objective of this report is to compare (coincidences and differences) an institutional current degree profile with the Meta-profile agreed in Addis.

1. The degree: Licence en Economie Rurale (Rural Economy License, BAC+5)
2. Identify which is the profile for this degree at his/her University.

The rural economy Bachelor's degree is obtained in our Faculty of Economics and Management Sciences after five years of university. It is preceded by a graduate degree (BAC + 3) followed by two years of training, a total of 10 semesters for the two level. The courses are distributed as follows for the last two years (4 semesters):

- Semesters 7 and 8 for the following teaching units:
  - Micro-economy
  - Macroeconomics
  - Econometrics
  - Operational research
  - Theory of international trade
  - Fluctuations and economic growth
  - Social and economic theories and doctrines
  - Development economics and economic development planning
  - Computers - Population, Environment and Development
  - Theories and Practices surveys
  - Nature of the State and socio-economic system
  - English
  - Theory and practice surveys
  - Growth Theory
  - Theory of agricultural production and agricultural statistics
  - Accounting and farm management
- Rural Sociology
- Research Techniques in Agricultural Economics
- Seminar of the rural economy I

Semesters 9 and 10 have the following teaching units:
- Analysis of economic systems and structures
- Economic policy
- Preparation and evaluation of projects
- Special Issues of International Economics
- Questions on aid and trade
- Special questions of Congolese rural economy
- Special Issues of food security in the countries developing
- Agricultural and Food Policy
- Regional and sub-regional organization in Africa
- Labor Economics
- English
- Computers
- Rural economy Seminar II
- Ethics and Professional Conduct
- A two-month internship
- Writing and defense of a master's thesis

The knowledge level, the sector strengthens the achievements of students in the understanding of agricultural and food policy in the world in general and the DRC in particular.

3. Analyze this degree profile comparatively with the Meta-profile agreed at the Second General Meeting (Ethiopia, 2016):
   The organized study program includes schema elements. In terms of basic education in the sector are Microeconomics and Macroeconomics courses. Quantitative methods include the teaching of statistics, econometrics and operations research. The Applied Economics courses are those of rural economy (electives). In terms of ethical, ethical teachings and professional ethics are insured there. This sector contains innovations because it drives students and researchers) think how to improve the methods and techniques of farm management, which is also a more professional element. It should be stressed that in addition to training in rural economy, the faculty has a degree in public economics and finance.

4. Select six academics from your subject area at your University or in the nearby and discuss the differences.
The discussion with colleagues on providing training in the institution compared to meta-profile developed shows that there is no significant difference between the two. While there may be differences in the chosen course, but the general idea remains the same. The highlight of the meta-profile is to clarify aspects professionalizing as a topic in itself.

5. Conclusions.
   Compared to the meta-profile developed in Addis, the supply of our training was not big differences and the only remark suggested is to provide very clear specializations chosen in order to highlight the right adjustments that will be necessary. In fact the meta-profile for more global economics without highlighting the specificities compared to different variations in terms of specialization.
3.1.3 Université de Djibouti

Rapport
Transition entre Meta-Profile et réalité

1. Diplôme choisi
Le diplôme choisi est la Licence « Economie et Gestion ». Cette Licence s'étale sur 3 ans. Depuis son ouverture en 2006, l'Université de Djibouti a intégré le système européen de l'enseignement supérieur ou processus de Bologne plus connu sous le sigle LMD (Licence – Master – Doctorat). La Licence Economie et Gestion s'inscrit dans ce système LMD et il est nécessaire de valider 180 crédits ECTS ((European Credit Transfer System) pour obtenir le diplôme.

2. Coïncidence avec le Meta-profil accordé à la seconde assemblée (Ethiopie, 2016)
La Licence fournit une formation complète de base en Economie et en Gestion et répond parfaitement aux exigences identifiées par le Meta-Profil sur lequel l’équipe « Economie » s’est entendue lors de la rencontre d’Addis.
Comme l’indique la maquette ci-jointe, les trois éléments de la base en Economie décrits dans le Meta-Profil à savoir « Théorie économique, Economie appliquée et Méthodes quantitatives » sont pris en compte dans la Licence Economie et Gestion de l’Université de Djibouti.
L’élément « Economie appliquée » constitue le poids le plus important dans la formation et les matières qui le représentent sont abordées tout au long des trois années de la Licence. Ainsi la macroéconomie et la microéconomie sont enseignées en 1ère année et 2ème année alors qu’en 3ème année, des matières comme Economie Internationale, Economie industrielle et Economie Publique y sont dispensées.
Quant à l’élément « Méthodes quantitatives », la Licence Economie et Gestion de l’Université de Djibouti lui consacre aussi une place importante. Les enseignements de Mathématiques, de Statistiques-probabilités et d’Économétrie sont dispensés tout au long des trois années de la Licence dans l’objectif d’apprendre aux étudiants à modéliser et les préparer à la recherche.
Les autres compétences d’importance identifiées lors de la rencontre d’Addis et que les étudiants doivent disposer après avoir obtenu le diplôme de Licence Economie et Gestion, sont également largement dispensées à l’Université de Djibouti. Ainsi l’apprentissage de la langue anglaise et du Droit se déroule sur les trois années. L’informatique appliquée à la gestion dispensée en deuxième année de la Licence a pour objectif de permettre aux étudiants de maîtriser la bureautique et les nouvelles technologies de la communication et de l’information.

3. Differences avec le méta-profile
La Licence Economie et Gestion de l’Université de Djibouti accorde, en plus de l’économie, une place importante à l’enseignement des outils de gestion et de la comptabilité. Cette spécificité résulte du fait que cette Licence est une formation généraliste qui entend donner aux étudiants des connaissances de bases solides à la fois en économie et en gestion. Ils peuvent ainsi se spécialiser ensuite le Master de leur choix.
On peut relever l’absence de cours de communication et de stage pratique dans l’enseignement de la Licence, ce qui peut réduire les chances pour les étudiants de développer les compétences
génériques « Communication et professionnalisme » qui constituent selon l’équipe « Economie » de Tuning Africa des compétences fondamentales à avoir à l’issue de la fin de la troisième année de Licence. Il faut signaler que le stage pratique était au programme auparavant dans la Licence EG mais il a été supprimé lors de la révision de la maquette de formation en 2012. La suppression a été motivée par le fait que les étudiants, dont le nombre augmente d’une année à l’autre, ne trouvaient pas de stage en raison du nombre très limité d’entreprises dans le pays.

4. Sélection des professeurs et discussion sur les différences
Dans le but de confronter le meta-profile pour l’Economie identifié à Addis avec la maquette de la Licence Economie et Gestion de l’Université de Djibouti, et discuter des concordances et des différences, nous avons réuni plusieurs enseignants intervenant dans la Licence.
Ces enseignants sont :
Abdillahi Ismael, enseignant de théories de la croissance et d’économétrie,
Ahmed Abdillahi, enseignant de Macroéconomie et de Microéconomie,
Abdourahman Ahmed, enseignant de Monnaie et finance
Moustapha Omar, enseignant de Sciences de gestion
Mohamed Guedi, enseignant de Sciences de gestion
Abdillahi Aptidon, enseignant d’Economie des transports.
Durant la discussion, il a été constaté que le diplôme de Licence Economie et Gestion de l’Université de Djibouti respecte parfaitement le Meta-profile que l’équipe Economie s’est entendue à Addis. Les enseignants ont relevé cependant que la suppression du stage pratique pour les étudiants de troisième année n’était pas adéquate et qu’elle limitait les chances des étudiants à s’insérer sur le marché du travail.

En conclusion, il apparaît que le diplôme de Licence Economie et Gestion de l’Université de Djibouti répond parfaitement aux exigences d’acquisitions de connaissances fondamentales en Economie décrites dans le Meta-profile. Il faut néanmoins réintroduire le stage pratique afin de permettre aux étudiants de découvrir le monde professionnel.
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<td>24</td>
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3.1.4. St. Mary's University

Description of the process followed
The curriculum of Development Economics at St. Mary's University for the programme leading to MA degree is acquired from the University. A panel composed of six individuals who have different specializations in the field of Economics were chosen from within and outside St. Mary's University to conduct the discussion on the elements that differ or coincide with the meta profile agreed upon in Addis Ababa by subject matter specialists for the field of study of Economics. Before starting the discussion, a brief elaboration on the meta profile is given by the representative of St. Mary's University for the Economics subject matter. With a moderating role of the representative, a discussion was carried out first in terms of grouping the different courses included in the programme into the six components of the meta profile agreed for the field of economics. To recall again, the six components were: Basic Economic Element, Cognitive Skill, Professionalism and Communication Skills, Innovation and Ethical Issues. The results of the discussion are presented in the following sections.

Presentation of the degree profile of the University
The group members grouped the Courses being offered for MA programme in Development Economics at St. Mary's University in the following categories. Based on the classification of the courses, many of them fall under the Basic Economic Element with some overlapping on cognitive Skills, and professionalism and communication skills.

Economic Theory
- Development Macroeconomics
- Development Microeconomics
- Development Economic
- Development and International economics

Quantitative Methods
- Econometrics
- Mathematical Economics

Applied Economics
- Environment and Natural Resource Management
- Development Planning and Project Evaluation
- Contemporary issues in Economic Development
- Research Methods in Development Economics
- Thesis I and II

Coincidences with the meta-profile (agreed at subject area level)
After presenting the profile of MA in Development Economics at St. Mary's University, the group members analyzed the coincidences and differences of the profile with the agreed meta-profile at subject area level in the following manner. In terms of similarity, the courses fall under basic economic fields. Some of them provide economic theories at higher level. This includes, Development Macroeconomics, Development Microeconomics and International Economics. These courses are also debated to have impact on the cognitive skills and knowledge level of the students. There are coincidences between the courses being though by the University that fulfil the applied and quantitative methods dimensions of the agreed meta-profile (for details see section 2 above).

Differences with the meta-profile
The differences between the agreed meta-profile and the profile of the programme offered by St. Mary's University are agreed as follows:
- There are no courses that directly teach students with ethical issues
- There are seldom courses included to inculcate students with professionalism and communication skills, and innovation.

Profile adjustments/Profile suggested for the university
The group members suggested that the University should consider adding courses or modifying contents that will inculcate communication/writing skills and enhance the innovation skills of students.

Conclusions
The group members deliberated that since the study programme is a graduate level, the decision to omit some courses by the University is correct. This is because students who will be attending the MA programme in Development Economics have background in Economics related fields of study. Thus, they have already taken the courses that enlighten them with ethical issues, and courses that affect their cognitive skills. The group members, however, suggested that some of the courses (Applied Economic Courses) should be delivered by using some state-of-the-art innovations in the field and some courses that enhance writing/communication skills of the students should be included.
3.1.5. Open University of Tanzania

Description of the process for the activity
In Addis Ababa the economic group developed on a consensus basis the required Meta profile for economics. Thereafter we were required to compare the developed Meta profile with degree profile offered at respective universities. To undertake this activity some desk review was done especially going through the program specification of the BA economics offered at the Open University of Tanzania. To make this exercise participatory, member of the economics department at my university were fully involved. Likewise this exercise also involved two members of another university (Mzumbe) in order to have more reliable findings.

BA ECONOMICS DEGREE PROFILE
The Open University of Tanzania is an open and distance learning university. The Bachelor of Economics Programme (BA ECON) is offered through distance learning with minimum years of study of three and the maximum of eight years of study. The main medium of instruction is through distance learning complemented by e learning moodle platform. In total a student is required to undertake 18 core subjects in economics in order to qualify for the degree. The courses are divided into levels i.e. level one equivalent to year one; level two (year two) and level 3 (year three). This is covered by covering 360 credits for three years or 120 credits per year. The BA (Economics) equips students with sound analytical grasp and in-depth knowledge and skills on economic theory and its application in modern economies. This programme also builds a solid grounding for undertaking advanced studies at postgraduate level and future career as a professional economist. Upon completion of the degree the student acquires different types of skills related to knowledge, cognitive, transferable and communication.

Coincidences with the Meta –profile.
The BA economics offered by the Open University of Tanzania has several coincidences with the Meta profile developed. Common areas include basic economic elements, which include economic theory, applied economics and quantitative methods. This is well covered with the 15 core courses covered in our curriculum. Other areas include similar emphasis in cognitive, knowledge and communication skills. Student competencies expected to be generated from the above are also similar with slight differences in the context of Tanzania.

Differences with the Meta profile
In our analysis we have observed several differences. Our BA economics does not focus clearly on areas of innovation, entrepreneurship and ethical issues. Our students do not undergo industrial training which is supposed to beef up their practical skills required to be a professional economist. Our training also does not prepare adequately students to be self employed as relevant subjects are not included in the present curriculum. Likewise, the curriculum does not prepare students to understand and apply sustainable development and practices.

People consulted and their reflections
During the analysis of this activity I contacted four members from the Economics department of the Open University of Tanzania and Mzumbe University. Members from Open University included Prof Ngaruko; Dr Khatibu Kazungu and Mr Timothy Lyanga. From Mzumbe university, Prof Honest Ngowi and Dr John Mwikoba were consulted. During the discussion we concentrated on the differences observed by comparing the developed Meta profile. Members generally concurred that the differences observed applied to both universities. Industrial attachment was highly emphasized for students to acquire the required skills for work. It was also observed that theoretical our curriculum was adequate, but our students upon graduation do not possess entrepreneurial, innovation, creative and negotiation skills.

Profile adjustment
We all agreed that the differences with the developed meta profile were substantial and needs readress in order to offer a degree which is helpful to students and employers and society at large. It was therefore agreed that in the forthcoming review of the degree program, there is a need to
conduct a thorough review of the subjects taken by students to complete the degree. Recommended that subjects related to entrepreneurship, innovation, sustainable development should be included. Competence acquired by students should extend beyond theory and provide different types of skills required for a student to compete locally and internationally. New subjects proposed included entrepreneurship, project design and management and risk analysis.

**Conclusion**
To a large extent our BA Economics coincides with the proposed Meta profile. However it is also important to acknowledge that there are differences in certain areas especially in innovation, ethical and professionalism. The differences are mainly reflected as part of our own deficiency in the curriculum offered. We have planned to make the required adjustments in the forthcoming review of our degree profile.
3.1.6. National University of Lesotho

Tuning Report Prepared
by
Retselisitsoe I. Thamae
Department of Economics
National University of Lesotho

1. Method of Analysis
The report compares the Economics Degree Profile at the National University of Lesotho (NUL) with the Economics Meta-profile agreed in Addis. On the basis of the discussions from 6 academic members of the Department of Economics at NUL, coincidences and differences in the meta-profiles are identified and recommendations are made in order to improve the NUL’s Economics Degree Profile.

2. NUL Economics Degree Profile
Figure 1 provides a representation of the NUL Economics Meta-Profile with its three core economic elements: 1) economics theory, 2) quantitative methods and 3) applied economics; and other two main supporting components: 1) knowledge and cognitive skills and 2) professionalism, innovation and communication skills.

3. Coincidences with the Addis Meta-profile
Most of the generic and subject specific competences identified in the NUL Economics Meta-Profile highly coincide with the Tuning Economics Meta-Profile competences agreed in Addis. For example, the capacity for conceptual thinking, analysis and synthesis (G1) is an important competence that links the three core elements of economics. Alternatively, the ability to analyse economic data to make informed decisions (SSC6) plays a major role in linking the quantitative methods to applied economics. Besides the three core elements of economics, NUL economics graduates are considered to have majority of knowledge and cognitive skills (G1, G3, SSC1, SSC2, SSC4, SSC6, SSC10 and...
SSC13) and professionalism, innovation and communications skills\(^1\) (G11, G12, G15 and SSC4) similar to the ones identified in Addis.

4. Differences with the Addis Meta-profile

Despite the general agreement observed above, there are some important competences that believed to be lacking or are not given enough emphasis in the Economics Programme offered at NUL. These identified differences from the Addis Meta-Profile are: 1) ability to translate knowledge into practice (G4), 2) ability to take relevant and objective decisions (G5), 3) self-confidence, ability for creative innovative thinking (G10), 4) ability to understand and apply sustainable development policies and practices (SSC11), and 5) possess entrepreneurial, innovative, creative and negotiation skills (SSC15).

5. Consultations and Reflections

The general view of the 6 academic members of the Department of Economics at NUL is that although the Economics Programme performs well in imparting core competences in basic economics and knowledge, its graduates are constrained in terms of professionalism, innovation (which include entrepreneurship), and cognitive skills. This is attributed mainly to lack of collaboration between the university, the private sector and the government (either through staff knowledge sharing or attachment of students in private companies) and lack of resources (in terms of information technology infrastructure and staff capacity to offer entrepreneurship courses).

6. Profile Adjustments/Profile Suggested for NUL

The collaboration between the university, the private sector and the government should be enhanced in order to promote entrepreneurial and innovative skills among economics students and bridge the gap between theory, policy and practice. In addition, the university should improve the existing relevant technology for economics students and introduce entrepreneurship courses throughout the entire programme.

7. Conclusion

This report made comparison of the NUL Economics Degree Profile with the Economics Meta-profile agreed in Addis. Its recommendations could help the NUL through Economics Programme to address the needs of its stakeholders so that its graduates could contribute meaningfully towards the economic development of the country.

\(^{1}\) This component is believed to include ethical issues.
3.1.7. Masinde Muliro University of Science and Technology

Bridging between Economics Meta-profile developed in Addis Ababa Ethiopia and reality at Masinde Muliro University of Science and Technology.

By Consolata Ollo NGALA

Introduction

The degree program chosen at Masinde Muliro University Of Science And Technology (MMUST) was Bachelor of Science Economics (BSc. Economics). This is a new program with 198 students in second year (2015/2016 academic year) and 86 students in first year (2016/2017 academic year, September intake). At MMUST the Economics program incorporates all the core subject areas of Economics with support courses and areas of specialization namely: Microeconomics, Macroeconomics, Econometrics, Mathematics and Statistics, Research methods and History of Economic thoughts/ Economic history. Support courses are: Information and Communication Technology, Communication skills, Law and Accounting. The program does not incorporate Ethics and logic courses for those taking Economics. Notably, specializations courses in Economics at MMUST are similar to those identified by the group in Cairo, Egypt and are as shown in the table below.

Table 1. Specialization courses

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<td>Labour economics</td>
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<td>Transport and logistics</td>
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<td>8.</td>
<td>Industrial economics</td>
<td>16.</td>
<td>Microfinance</td>
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</table>

Generic competencies

Generic competencies are academic skills that are interrelated from one discipline to another. These are competences are sets of coordinate knowledge acquired by a University graduates and have wider implications and applications for the sustainability of knowledge acquired.

The participant from critical analysis did not find any differences from what is prescribed at Masinde Muliro University of Science and Technology (MMUST).

Subject specific Competencies

Process followed

All the courses that are prescribed in the Bachelor of Science Economics were first listed and later grouped into seven main categories namely:

1. Development economics
2. Microeconomics
3. Macroeconomics
4. Financial economics
5. Managerial economics
6. Mathematical/Quantitative skills
7. ICT and communication skills

Specific subject competencies were then developed from the core objectives of each and every course. Those that were almost similar were combined together to form a competency. The following MMUST subject economic competences were arrived at.

<table>
<thead>
<tr>
<th>Table 2: Economics Subject Specific Competences at MMUST (MMUST SC)</th>
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MMUST economic subject competencies (MMUST SC) were then compared with Cairo Economic competences.

<table>
<thead>
<tr>
<th>Table 3: Comparison of MMUST Economic subject competences and Cairo Economic Competences</th>
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<tbody>
<tr>
<td>MMUST Competences (MMUST SC)</td>
</tr>
<tr>
<td>MMUST SC1: Ability to understand and apply economic theories and principles</td>
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<tr>
<td>MMUST SC4: Ability to apply economic principles in financial management</td>
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</table>
This initiative is implemented on behalf of the European and African Union Commissions by:

<table>
<thead>
<tr>
<th>Decision making and problem solving</th>
<th>Consumption, production and exchange of goods and services, Ability to use economic tools to diagnose economic problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMUST SC5: Ability to apply quantitative theory and principles to analyze and explain complex phenomena and inter-relationships</td>
<td>SSC6: Ability to analyze economic data to make informed decisions.</td>
</tr>
<tr>
<td>MMUST SC7: Ability to understand the approaches, operations and regulations of regional and global integration.</td>
<td>SSC9: Ability to understand the role, operations and regulations of international and regional institutions.</td>
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<td>MMUST SC9: Ability to assess the impact of human and natural resources on economic development.</td>
<td>SSC7: Ability to assess the impact of economic policies on human and natural resources.</td>
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<td>MMUST SC10: Ability to formulate an economic research problem and analyze economic data to arrive at informed decisions.</td>
<td>SSC6: Ability to analyze economic data to make informed decisions.</td>
</tr>
<tr>
<td>MMUST SC11: Ability to assess the success of the fiscal and monetary policies in contemporary developing world.</td>
<td>SSC10: Ability to understand and apply sustainable development policies and practices</td>
</tr>
<tr>
<td>MMUST SC12: Ability to understand the operations and regulations pertaining to financial institutions and markets.</td>
<td>SSC12, SSC16: Ability to understand the operations and regulations of financial markets, Ability to understand the operations and regulations of banks and microfinance institutions</td>
</tr>
<tr>
<td>MMUST SC13: Ability to use ICT in aiding economic management and decision making</td>
<td>SSC4: Ability to use information communication technology (ICT) in economic transformation and growth.</td>
</tr>
<tr>
<td>MMUST SC14: Capacity to appreciate and apply innovation in modern industrial society.</td>
<td>SSC4: Ability to use information communication technology (ICT) in economic transformation and growth.</td>
</tr>
<tr>
<td>MMUST SC15: Ability to use economic tools to diagnose and resolve economic problems.</td>
<td>SSC14: Ability to use economic tools to diagnose economic problems.</td>
</tr>
<tr>
<td>MMUST SC16: Capacity to carry out project appraisal and evaluation.</td>
<td>SSC13: Possess skills to appraise, plan, manage, monitor and evaluate projects.</td>
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</tbody>
</table>

**Table 4: Comparison of MMUST Economic subject competences and Cairo Economic Competences**

<table>
<thead>
<tr>
<th>DIFFERENCES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMUST SC2: Ability to apply economic principles to the real life situation in the field of agriculture</td>
<td>This subject competence is unique to agricultural sector. It put a lot of emphasis on the importance of agriculture to developing countries.</td>
</tr>
<tr>
<td>MMUST SC3: Ability to understand the dynamics and contribution of sectors to sustainable development.</td>
<td>Emphasize the role of other sectors in promoting sustainable development.</td>
</tr>
<tr>
<td>MMUST SC6: Ability to understand and</td>
<td>Considering climate change and continuous</td>
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<tr>
<td>Competence Number</td>
<td>Description</td>
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<tr>
<td>SSC 5</td>
<td>Ability to perform economic computations in various spheres of manufacturing commodities and services.</td>
</tr>
<tr>
<td>SSC 8</td>
<td>Ability to understand and evaluate the impact of social and economic institutions on effective governance and development.</td>
</tr>
<tr>
<td>SSC 15</td>
<td>Possess entrepreneurial innovative, creative and negotiation skills.</td>
</tr>
</tbody>
</table>

Considering the similarities between MMUST SC and SSC developed in Cairo, Egypt and the acceptance of the Generic competences that they totally apply to those of Masinde Muliro University of Science and Technology (MMUST). The following Meta-profile was therefore, arrived at which in essence is similar to that of the group except for ethical issues.
### Table 5: Masinde Muliro University of Science and Technology Economic subject Meta-profile

<table>
<thead>
<tr>
<th>COGNITIVE SKILLS</th>
<th>KNOWLEDGE</th>
<th>BASIC ECONOMICS ELEMENTS</th>
<th>ECONOMIC THEORY</th>
<th>QUANTITATIVE METHODS</th>
<th>APPLIED ECONOMICS</th>
<th>INNOVATION</th>
<th>ETHICAL ISSUES</th>
<th>PROFESSIONALISM AND COMMUNICATION SKILLS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>M MUST SC5,G3,G10,G1,G6,M MUST SC1, MMUST SC11, MMUST SC14, MMUST SC16</td>
<td>MUST SC1, MMUST SC14, MMUST SC10, MMUST SC16, G1, G3</td>
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<td>MUST SC1, MUST SC10</td>
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<td>G1, MMUST SC10</td>
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Conclusion

The meta-profile above describes the inter-relationship of generic and subject specific competences to the entire sub-sets of core elements. It was observed that ethical issues that are not part and parcel of the program and therefore missing out in the MMUST Economics subject competences be incorporated by the symbol MMUST SC17. This will go hand in hand to provide capacity to understand ethical issues that relate to their profession. In addition to other support courses already provided.

Person consulted

1. Professor John K. Byaruhanga
2. Dr. Patrick Ojera
3. Dr. Consolata Ngala (Participant)

Note: only two people were consulted because the rest of the lecturers at the department (4) were out in the field on industrial attachment.
3.1.8. Universidade Katyavala Bwila

BRIDGING BETWEEN META-PROFILE AND REALITY
TUNING RELATÓRIO PREPARADO
POR
JOSÉ NICOLAU SILVESTRE E MÁRIO QUINTAS
DEPARTAMENTO DE ECONOMIA-FE-UKB

I. Método de análise
Na base das discussões dos académicos do Departamento de Economia da universidade Katyavala Bwila, coincidências e diferenças na meta-perfiles as identificações e recomendações são feitos no contexto de melhoramento da graduação do perfil da economia na Universidade Katyavala Bwila.

II. UKB-Perfil da Graduação de Economia

Figura 1: Faculdade de Economia Meta .perfil

3. Coincidencias com o Meta-perfil de Addis
Competências identificadas na FE-UKB, Meta-perfil económico coincide com as competências Meta-perfil económico Tuning acordado em Addis Abeba. Fazendo uma análise e síntese (G1) é uma importante competência que liga os três elementos básicos económico. Os dados económicos de (SSC6) jogam um papel preponderante ligando o

This initiative is implemented on behalf of the European and African Union Commissions by:
métodos quantitativos à Economia aplicada. Os três elementos básicos económicos, da graduação da FE-UKB são considerados factores importantes para obtenção dos conhecimentos, habilidades cognitivas, profissionalismo, inovação e habilidades de comunicação similares à alguns identificados em Addis Abeba.

4. Consultas e Reflexões
Do ponto de vista dos académicos do Departamento de Economia da FE-UKB, o programa económico é executado em conceder as competências em bases económicos e conhecimentos, no campo do profissionalismo, inovações e habilidades cognitivos. Essas são as principais atribuições da cooperação entre a Universidade, o sector privado e o governo em ter a necessidade dos recursos das infraestruturas da tecnologia de informação e capacidade para oferecer os cursos empresariais. Embora esses últimos esteja no ponto inicial.

5. Perfil de ajustamento
A cooperação entre a Universidade, o sector privado e o governo estaria alcançado na ordem de aumentar habilidade inovadoras empresariais entre os estudantes de economia, entre a teoria, política e a prática. Em suma a FE-UKB põe em disposição todos os meios tecnológicos relevantes existentes para os estudantes aperfeiçoando os conhecimentos adquiridos através dos programas existentes.

6. Conclusão
O relatório foi feito em termos de comparação do perfil da graduação da Economia na FE-UKB com Meta-perfil da graduação acordado em Addis Abeba. As suas recomendações ajudarão o melhoramento do programa da Economia com a necessidade de elevar a formação gradual e atingir o desenvolvimento económico desejado no País.
3.1.9. College of Business and Economics (CBE) – Eritrea

Institutional Report
The objective of this section is to compare the current BA degree program in Economics offered at the Department of Economics, College of Business and Economics (CBE) – Eritrea (institutional current degree profile) with the Meta-profile for Economics agreed in Addis. This process allows us to reflect on the coincidences between the BA in Economics courses offered at the Department of Economics, CBE- Eritrea and Meta-profile for Economics agreed in Addis. The comparison also allows us to identify differences as a means to the validation and analysis as well as beginning to think on the implementation of competence-based BA degree in Economics at the Department of Economics, CBE-Eritrea.

71. BA degree in Economics offered at the Department of Economics, College of Business and Economics (CBE) – Eritrea

72. Profile of BA degree program in Economics of the Department of Economics, CBE- Eritrea

The Department of Economics provides undergraduate degree program in the field of Economics. The BA program/curriculum consists of:

- 23 major economics courses (they constitute 73 Credit hours). These courses include Economic theory, applied economics and quantitative economics.
- 9 Business related courses offered to the Economics students with the objective to equip the students with the knowledge and basic principles of selected business courses which are considered more relevant to the economics’ students. They constitute 27 credit hours. These courses include Accounting, Public Administration and Management.
- 12 freshman courses offered to all the freshmen students, including economics’ students before they join their respective departments. The courses include courses such as English, mathematics, computer, sociology, psychology, civic administration and basic economics. These courses constitute 36 credit hours.

The total requirement of BA degree in Economics in the College of business and Economics - Eritrea is 136 credit hours.

73. Comparative Analysis of BA degree in Economics at Department of Economics, CBE- Eritrea and Meta Meta-profile for Economics agreed at the Second General meeting (Ethiopia, 2016)

A. Generic competences: Academic Perspective

- Identification of Coincidences
The various courses offered at the freshman level, the College of Business and Economics-Eritrea includes English language, basic mathematics and statistics, Introduction to Accounting, Civic Administration, and Introduction to Sociology, Introduction to Psychology, and Introduction to Computer. The course has dual purposes. First, to prepare the students to higher department specific courses, which intends to build their subject specific competences. Second, to broaden their generic competences.

- Differences
When compared to the generic competences in the Meta analysis, the BA degree Economics courses offered in the Department of Economics –CBE- Eritrea, the freshman courses which are expected to build the generic competences of the students have major limitations. The following eight generic competences identified by Meta Analysis cannot be met by the courses offered to the economics students at the freshman level in the College of Business and Economics-Eritrea.

G1: Capacity for conceptual thinking, analysis and synthesis

This initiative is implemented on behalf of the European and African Union Commissions by:
G3: Capacity for critical evaluation and self-awareness  
G4: Ability to translate knowledge into practice  
G5: Ability to take relevant and objective decisions, and to propose practical, cost-effective solutions to problems  
G10: Self-confidence, ability for creative and innovative thinking  
G11: Capacity to demonstrate leadership, management and teamwork skills professionally  
G12: Ability to communicate effectively and demonstrate interpersonal skills  
G15: Ability to take initiatives and work independently  

The difference is mainly because the BA degree in Economics program in the Department of economics -CBE-Eritrea are not designed with objective of building the generic competences of the students. The BA curriculum was designed with a focus on Economics courses with the expectation that the students will have coherent understanding and application of economic principles after their graduation when they work as junior economists in different public and private sectors in Eritrea.  

B. Subject Specific competences: Academic Perspective  
Major Economics Courses  
The BA degree program in Economics offered at the Department of Economics –CBE- Eritrea has three major clusters:  
i) Economic Theory which include microeconomics and macroeconomics theories.  
ii) Quantitative Economics includes courses such as statistics, calculus, linear algebra and econometrics for Economics students.  
iii) Applied Economics courses include several courses such as development economics, international trade, public finance, monetary economics, Environmental and natural resource economics, agricultural economics, industrial economics, health economics, transport economics, etc.  

• Coincidences  
The structure of the BA curriculum of the Department of Economics –College of Business and Economics –Eritrea fits well to the three clusters in the Meta-profile for Economics: Economic theory, Quantitative methods and applied economics. As a result, there are 5 coincidences with respect to:  
• SSC2: Ability to apply economic principles in rational decision making and choice: consumption, production and exchange of goods and services  
• SSC6: Ability to analyze economic data to make informed decisions  
• SSC10: Ability to understand macroeconomic policies and draw policy recommendations  
• SSC11: Ability to understand and apply sustainable development policies and practices  
• SSC13: Possess skills to appraise, plan, manage, monitor and evaluate projects  

• Differences  
Despite the above six coincidences, the following competences are particularly missing from the BA degree program in the Department of Economics –College of Business and Economics –Eritrea:  

With respect to Economic theory, the missing competences are:  
• G1: Capacity for conceptual thinking, analysis and synthesis.  
• SSC1: Coherent understanding and application of economic principles  
• SSC15: Possess entrepreneurial, innovative, creative and negotiation skills  

With respect to Applied Economics, the missing competence is:  
• G4: Ability to translate knowledge into practice  

With respect to competences of other core elements, the missing competences are:  
• SSC4: Ability to use information communication technology (ICT) in economic transformation and growth.  
• G3: capacity for critical thinking, evaluation and self-awareness  
• G10: self-confidence, ability for creative innovative thinking  

This initiative is implemented on behalf of the European and African Union Commissions by:
The BA degree curriculum in the Department of Economics-CBE-Eritrea lacks courses that enhance cognitive skills and knowledge, innovation, professionalism and communication skills. The main reason is that the BA Economics curriculum is designed in the traditional way of setting the maximum credit hours for BA degree in Economics without taking into account the broader competences economics students need. The BA degree curriculum in the Department of Economics-CBE-Eritrea gives too much focus on economic courses as explained above. The Economics courses dominated program does not provide students the opportunities to develop other competences such as innovation and professionalism and communication skills which are fundamental to the translation of knowledge into practice in the real world.

74. Six senior academic staff of the Department was selected and discussed the Meta-profile for Economics agreed in Addis and the curriculum of the Department of Economics, CBE-Eritrea.

75. Short report

- Description of the process followed
All academic matters of the Department of Economics, CBE-Eritrea are handled by the Department Council which includes all academic staff of the Department. As curriculum is a major issue in the Department, Departmental meeting was held to discuss on the Meta-Meta profile for Economics agreed in Addis. In-depth discussions were made on the ongoing Tuning Africa II Project which intends to design common curriculum development frameworks to enable comparability and equivalence of learning outcomes in African universities. In this context, it was made clear to all staff of the Department that the project on African higher education harmonization process underway is led by Tuning Academy. The six-member team composed of five senior staff and I was established and a copy of the Meta-Meta profile for Economics agreed was given to each staff. It was agreed that each staff to come with comparative analysis in the next meeting.

- Presentation of the BA degree profile of the Economics Department
In the next meeting, the six-member team came with reflections on the Meta-profile for Economics agreed and the profile of the curriculum of the Department of Economics. Based on the team’s analysis the coincidences with the meta-profile agreed at subject area level were identified (SSC2, SSC6, SSC10, SSC11, and SSC13) as shown above.

- Differences with the meta-profile
Based on the team analysis, the differences with the meta-profile agreed at subject area level was identified G1, SSC1, SSC15, G4, SSC4, G3 and, G10 as explained above

Profile adjustment /profile suggested by the Department of Economics, CBE-Eritrea
The Department staff feels that there is a big gap between the importance and achievements of the generic and subject competences in the BA degree program of the Department of Economics A graduate of Economics besides acquiring basic knowledge in economic theory, quantitative methods and applied economics, needs cognitive skills, should have a good understanding of ethical issues associated with the profession; he/she would require professional and communication skills, innovative skills and knowledge. The curriculum has a gap and thus need to be revised base on generic and subject competence framework.

Conclusion
The differences that exist between the Meta-profile for Economics agreed and the profile of the curriculum of the Department of Economics suggest that the curriculum of the Department of Economics-CBE-Eritrea need to be revised in light of the growing relevance and importance of generic competence and the changing world economy to make the curriculum more relevant to the Eritrean economic development, while making the curriculum of high quality comparable to other BA Economics programs offered in other African universities
3.1.10. Cairo University

Executive Summary

The joint Africa-EU strategy (JAES) roadmap 2014-2017 had human development, and specifically higher education, as one of its five priority areas, and which included the following sub-targets:

- Staff and student mobility
- Harmonization and Tuning
- Quality and Accreditation & PAQAF
- Pan African University (PAU)
- Main funding instrument PanAf programme

This document deals with the second sub-target; Harmonisation and Tuning with respect to the Economics subject.

The vision of the African Union in this regard is to build integrated Africa, through the creation of a harmonized education system. And indeed, in its 2015 assembly, the AU declared its commitment to establish harmonized mechanism to ensure comparable higher education in Africa.

The AU Harmonisation Strategy major goals can be summarized as follows:

- Bridging the gap between disparate educational systems in Africa.
- Promoting Intra-Africa academic mobility.
- Advancing joint curriculum development.
- Strengthening institutional partnerships among African HEIs to ensure global competitiveness.
- Facilitating the recognition of qualifications.
- Promoting the development of harmonised quality assurance and accreditation mechanisms.

**Tuning Africa project:**

This project complements the AU harmonisation strategy. Its phase one has been successfully carried out, with 54 universities from 29 countries in five subjects (Agricultural Sciences, Civil Engineering, Mechanical Engineering, Medicine and Teacher Education). Now, Tuning Africa II is scaled up to 107 institutions from 42 African countries in eight subject areas; Economics, Applied Geology, and Higher Education Management being the three added subjects. This phase aims at creating the basis for developing an African Credit Transfer System.

This report focuses on bridging meta-profile with reality. The objective is to contrast the institutional current degree profile (the BSc in Economics) with the meta-profile agreed upon in the second general meeting, held in Addis Ababa in March 2016\(^2\). This process will allow for reflections on the coincidences and differences and to start the institutional validation.

1. **Background on the Faculty of Economics and Political Science at Cairo University (FEPS):**

The Faculty of Economics and Political Science (FEPS) is a well-established multidisciplinary faculty at Cairo University. Established in 1960, it offers degrees in economics, political science, statistics, public administration, and social science computing.

\(^2\) For more details on the meta-profile, please see the appendix.

*This initiative is implemented on behalf of the European and African Union Commissions by:*
FEPS accepts Egyptian students on an academic-merit-only basis. In 2015, it had 3,947 undergraduate students and 299 graduate students, with the majority of its students majoring in economics (53% of total number of students) and political science (40%). Undergraduate students can choose to earn their degrees either through an Arabic (61% of students), English (33%) or French section (6%). Whereas in the English section students are taught 60% of courses in English or French, students of the Arabic section are still required to take 40% of courses in English. In 2015, FEPS has moved to a credit-hours system at the undergraduate level and plans to take a similar step at the graduate level in 2017. FEPS has a number of specialized and interdisciplinary research centres: the Centre for Economic & Financial Research & Studies, Public Administration Research Centre, Areas Studies Centre, the Centre for the Study of Developing Countries, and the Centre for Political Studies & Dialogue among Cultures and the Centre for Surveys and Statistical Analysis. FEPS was the first faculty in the social sciences field (and the second faculty at Cairo University) to be accredited by the Egyptian National Authority for Quality Assurance and Accreditation of Education. With regard to international publications, FEPS experienced a substantial increase in the number of published articles in peer-reviewed international journals; from 9 publications in 2011 to 46 research papers in 2015, making it ranked first among Cairo University’s social science faculties.

I. Description of the process followed:
In order to write a report that tries to bridge the gap between reality and the meta-profile, we had to rely on two sources:
- Faculty Guide and course outline. These provided us with information on all courses in addition to faculty requirements and activities.
- Interviews with faculty members. These gave us an analytical view of what exists and what needs to be changed.

II. Degree Profile: The degree presented in this document is the BSc in Economics.
1. Programme Targets (as per the faculty guide and courses’ outlines):
The BSc in Economics programme main targets are producing graduates capable of:
- Competing efficiently and successfully on the job market.
- Efficiently solving and targeting economic problems through the utilization of economic and statistical analytical tools.
- Leading various economic institutions (ministries, banks and capital markets, diplomatic posts, journalism,…etc).
- Designing and implementing short and long run development plans to optimize the use of the country’s existing resources.

2. Programme ILOs (as per the faculty guide and courses’ outlines):
By the end of this programme, the student should be able to achieve certain points on the following dimensions:
- Knowledge and Understanding:
  - Define basic economic principles and theories: micro and macro.
  - Specify both macro and micro economic policies.
  - Recall quantitative methodologies for economic analysis.
  - Link economics to other different interrelated fields; political science, statistics, public administration, law, socio computing and accounting.
  - Draw economic decisions in light of the concept of opportunity costs.
  - Recall the history of economic thought.
  - Explain theories of international trade and international relations.
  - Explain the conditions of the labor market and its influential factors.
- Intellectual skills:
Analyze the economic behavior of the different economic units: consumers and producers.
Evaluate the economic phenomenon in the fields of production, business and finance.
Design strategic plans on the national level for public and private organizations.
Evaluate the indirect impacts of any economic or political decision.
Use data to understand and analyze different economic phenomena.
Analyze econometric models to reach optimal decisions.
Differentiate between consequences and causality to reach rational decisions.

- Professional Skills:
  - Design different economic policies and strategies.
  - Apply economic theories and policies to economic facts and problems both locally and internationally.
  - Analyze data through quantitative and mathematical models to explain economic phenomena.
  - Compare between strategies and policies to reach an optimal allocation of resources.
  - Design econometric models to help decision making.
  - Design strategic plans on the national level as well as for public and private organizations
  - Use the different simulation models to link theories to the real world.

- General Skills:
  - Use Information Technology to increase the efficiency of economic applications.
  - Be independent and have self-confidence.
  - Present, discuss and defend ideas and policies in a scientific way.
  - Communicate successfully with others.
  - Manage time efficiently.
  - Prepare scientific reports.
  - Work within a team to improve performance.

I. A Comparative Analysis between the Degree Profile and the Meta Profile:
1. Coincidences with the Meta Profile:
   1. Basic Economics Elements:
      1.1. Economic Theory: The BSc in Economics provides the following courses for the study of economic theory:
         1.1.1. Principles of Microeconomics course and Microeconomic Theory course.
         1.1.2. Principles of Macroeconomics course and Macroeconomic Theory course.
         1.1.3. History of Economic Thought.
         These courses aim at increasing the student's capacity for conceptual thinking, analysis, and synthesis (as in G1).
         They also care about the application of economic principles to real life problems and also about coherent understanding (as in SSC1).
   1.1.2. Applied Economics: Here, the BSc in Economics provides the following courses (as electives):
      1.1.2.1. Industrial Economics
      1.1.2.2. Agricultural Economics
      1.1.2.3. Labor Economics
      1.1.2.4. Economics of Energy
      1.1.2.5. Environmental Economics

This initiative is implemented on behalf of the European and African Union Commissions by:
1.1.2.6. Contemporary Economic Issues
1.1.2.7. Economic Development
1.1.2.8. International Economics
1.1.2.9. International Finance
1.1.2.10. Financial Economics
1.1.2.11. National Accounting
1.1.2.12. Research Methods
1.1.2.13. Graduation Project

The above courses aim at increasing the student's capacity for conceptual thinking, analysis, and synthesis (as in G1) and translating knowledge into practice (as in G4). They also care about the student's ability to apply economic analysis to rational decision making (SSC2), use ICT in economic transformation and growth (SSC4), analyse economic data to make informed decisions (as in SSC6), understand macroeconomic policies and draw policy recommendations (SSC10), and apply sustainable development policies and strategies (SSC11).

1.1.3. Quantitative Methods. Here, the BSc in Economics provides the following courses:
1.1.3.1. Econometrics: levels one and two
1.1.3.2. Time Series Analysis
1.1.3.3. Principles of Mathematics and Mathematical Economics (levels one and two)
1.1.3.4. Principles of Statistics (levels one and two), Statistics for Economists (levels one and two)

The above courses aim at increasing the student's capacity for conceptual thinking, analysis, and synthesis (as in G1). They also care about the student's ability to analyse economic data to make informed decisions (as in SSC6).

1.2. Other Core Elements:
1.2.1. Professionalism and Communication Skills
- The faculty of Economics and Political Science gives due care to Capacity Building in Personal, Communication and Technical Skills. To this end, it has established six pioneer development and service units as follows:
  - Skills Development and Entrepreneurship Unit (SDEU).
  - Student Mentorship and Career Counseling Unit (SMCCU). This unit has a special focus on the handicapped, students with disabilities and the marginalised. And upon its recommendation, FEPS tries to offer a full package of “Social Solidarity” for disadvantaged students.
  - Communication and Recruitment Unit (CRU) which organizes, as one of its activities, an annual Employment Fair to assist final year students in their search for Decent Work, thus enhancing employability.
  - Anti-Harassment Unit (AHU).
  - International Relations Office (IRO) whose main mandate is student international mobility through student competitions.
  - Quality Assurance Unit (QAU).
- Student extracurricular activities:

This initiative is implemented on behalf of the European and African Union Commissions by:
- FEPS is the HUB for 22 students' simulation models and initiatives, not only in Cairo University, but in Egypt at large. For instance, we have Model of United Nations and Arab League, Model of Egyptian Stock Exchange, Model of House of Commons, Model of Egyptian Cabinet, Model of American Congress, and Model of European Union, to name a few.

- These models are totally run by undergraduate students, with each one having a faculty member as a supervisor.

- These student-run models help in achieving the following objectives:
  - Ability to take relevant and objective decisions (G5)
  - Ability to translate knowledge into practice (G4)
  - Ability to take initiative and work independently (G15)
  - Capacity to demonstrate leadership, management, and team-work skills professionally (G11)
  - Ability to communicate effectively and demonstrate interpersonal skills (G12)

1.2.2. Innovation:
- G10: Self-confidence and ability for creative, innovative thinking. This exists both in our academic curriculum (through presentations) and extra-curricular activities through the students' simulation models.
- SSC4: Ability to use ICT in economic transformation and growth. This exists in the research methods course and in the graduation project.
- SSC15: Possess entrepreneurial, innovative, creative and negotiation skills. This exists in feasibility study course, student competitions, quizzes, and simulation models.
- We also have a Recycling Project to achieve sustainable consumption and production (Ongoing project).
- FEPS is on the verge of becoming the First sustainable premise among all Egyptian faculties (ongoing project).

1.2.3. Cognitive Skills:
- G1: Capacity for conceptual thinking, analysis and synthesis. This is satisfied in economic theory and application courses.
- G3: Capacity for critical thinking, evaluation, and self-awareness. This is achieved through presentations, graduation project, and simulation models.
- G10: Self-confidence and ability for creative, innovative thinking. This is achieved through presentations and simulation models.
- SSC1: coherent understanding and application of economic principles. Achieved throughout all applied economic courses.
- SSC2: Ability to apply economic principles in rational decision making. Satisfied in applied economic courses as well as graduation project.
- SSC4: ability to use ICT in economic transformation and growth. Achieved in graduation project and research methods.
- SSC6: ability to analyse economic data to make informed decisions. Satisfied in Quantitative courses and graduation project.
- SSC10: ability to understand macro-economic policies and draw policy recommendations. These are achieved in the following courses: public finance, institutional economics, and money and banking.
- SSC13: possess skills to appraise, plan, manage, monitor and evaluate projects. This is satisfied in the feasibility studies course.
1.2.4. Knowledge:
- G1: Capacity for conceptual thinking, analysis and synthesis. This is satisfied in economic theory and application courses.
- G3: Capacity for critical thinking, evaluation, and self-awareness. This is achieved through presentations, graduation project, and simulation models.
- SSC1: Coherent understanding and application of economic principles. Achieved in applied economic courses.
- SSC4: Ability to use ICT in economic transformation and growth. Achieved in graduation project and research methods.
- SSC6: Ability to analyse economic data to make informed decisions. Satisfied in Quantitative courses and graduation project.
- SSC13: Possess skills to appraise, plan, manage, monitor and evaluate projects. This is satisfied in the feasibility studies course.

1.2.5. Ethical Issues:
- FEPS is the first faculty to establish a governance committee at the university level. Since its establishment in 2012, the committee's mandate is to review and approve the research design of any experiment involving human subjects. Its reference point is the Belmont Report which focuses on three main principles: Respect, Beneficence and Justice.
- FEPS is the first faculty in the social science field to develop codes of ethics for faculty, students & administrative staff to ensure ethical labor practice.
- Student awareness campaign against Corruption which has, as part of its activities, both the student simulation model “Student against Corruption” and a student competition on corporate governance.

2. Differences with the Meta Profile:
Based on what is written in the course outlines and the faculty guide, there seems to be no differences with the meta-profile. In other words, there is a complete match between both the generic competences and subject specific competences required in the meta-profile and the ones written in the course outlines and faculty guide.

3. People Consulted and Reflections:
Based on interviews with academic consultants and practitioners, it seems that the problem does not lie in what exists, but rather in whether it is applied or not. In other words, despite the fact that the course outlines have all the competences required by the meta-profile, there might be a problem with application due to the following:
- Large student to faculty ratio: This large class size makes it very difficult for the instructor to make sure the required competences are accomplished. This problem, however, is about to diminish with the application of the credit hour system at the faculty of Economics since academic year 2015/16, where the maximum size of the group will be 50 (compared to 250 in the previous system).
- Students' ability to translate knowledge into practice is limited. This could be due to the theoretical content in the programme being the dominant part. To improve this drawback, students need to be engaged with the real world; internships, data collection, field work, etc.
- Students need to make more use of ICT in economic transformation and growth. The reason behind this is the few number of sessions where students go to the computer lab and apply the concepts studied in class. To avoid this problem, more emphasis should be given to statistical packages and computer labs.

4. Profile Adjustments:
This initiative is implemented on behalf of the European and African Union Commissions by:
• Curriculum development: we need to keep course content aligned with recent developments in the field.
• Increasing the IT content: making assignments and quizzes online.
• More emphasis on statistical computing packages, like Stata. This requires having many sessions in the computer lab.
• Increase the applied courses; for instance having students go to the field to collect data (applied research).

5. Conclusions:
Based on the above, it is clear that the BSc in Economics programme, provided by the Economics department at the faculty of Economics and Political Science, has many similarities with the meta-profile and that few points need to be emphasized to bridge the gap between reality and the meta-profile. These differences mainly lie in increasing the IT content; put more emphasis on hands-on computing, increase the applied content of the courses.
That said, it remains to stress the fact that FEPS is on the right track to bridging any existing gap, especially after the application of the credit hour system last year.

Appendix

META PROFILE FOR ECONOMICS

Core Elements in Economics
1) Basic Economics Elements:
   • Economic Theory
   • Quantitative Methods

This initiative is implemented on behalf of the European and African Union Commissions by:
2) **Other Core Elements:**

- Cognitive Skills
- Knowledge
- Innovation
- Professionalism & Communication Skills
- Ethical Issues

### Competences

1. **Basic Economic Elements**

   a. **Economic Theory:**
      G1: Capacity for conceptual thinking, analysis and synthesis
      SSC1: Coherent understanding and application of economic principles

   b. **Quantitative Methods:**
      G1: Capacity for conceptual thinking, analysis and synthesis
      SSC6: Ability to analyse economic data to make informed decisions

   c. **Applied Economics:**
      G1: Capacity for conceptual thinking, analysis and synthesis
      G4: Ability to translate knowledge into practice
      SSC2: Ability to apply economic principles in rational decisions making
      SSC4: Ability to use information communication technology (ICT) in economic transformation and growth
      SSC6: Ability to analyse economic data to make informed decisions
      SSC10: Ability to understand macro-economic policies and draw policy recommendations
      SSC11: Ability to understand and apply sustainable development policies and practices

### Competences:

2. **Other Core Elements**

   a. **Cognitive Skills:**
      G1: Capacity for conceptual thinking, analysis and synthesis
      G3: Capacity for critical thinking, evaluation and self-awareness
      G10: Self-confidence, ability for creative innovative thinking
      SSC1: Coherent understanding and application of economic principles
      SSC2: Ability to apply economic principles in rational decisions making
      SSC4: Ability to use information communication technology (ICT) in economic transformation and growth
      SSC6: Ability to analyse economic data to make informed decisions
      SSC10: Ability to understand macro-economic policies and draw policy recommendations
      SSC13: Possess skills to appraise, plan, manage, monitor and evaluate projects

   b. **Knowledge:**
      G1: Capacity for conceptual thinking, analysis and synthesis
      G3: Capacity for critical thinking, evaluation and self-awareness
      SSC1: Coherent understanding and application of economic principles
      SSC4: Ability to use information communication technology (ICT) in economic transformation and growth
      SSC6: Ability to analyse economic data to make informed decisions
      SSC13: Possess skills to appraise, plan, manage, monitor and evaluate projects

   c. **Innovation:**
      G10: Self-confidence, ability for creative innovative thinking
SSC4: Ability to use information communication technology (ICT) in economic transformation and growth
SSC15: Possess entrepreneurial, innovative, creative and negotiation skills.
3.2. APPLIED GEOLOGY

3.2.1. University of Nigeria, Nsukka

B.Sc Geology, University of Nigeria, Nsukka
The profile of the of the 5year B.Sc Geology programme of the University of Nigeria, was derived by taking a critical look at the Syllabus and the expected learning outcomes. The profile consist of four main elements: Exploration geology, Engineering Geology, Mining Geology and Environmental Geology. These four elements represents the core of the degree programme in the university. The profile was further developed by identifying the specific competences and the generic competences following the template derived at the meeting in Addis Ababa.

B.Sc Geology degree profile, University of Nigeria, Nsukka

The profile has a lot of coincidences with the profile agreed at the subject area level at Addis Ababa. The major difference in terms of four core elements, is that instead of Geotechnics, this profile is more towards the Geology end of the spectrum (i.e. Engineering Geology). Very crucial competences are not captured in the current programme such as S16- ability to demonstrate knowledgeable geoscientific expertise in entrepreneurial and managerial skills. Also S7- ability to conduct geotechnical site investigation is not among the specific competences in Mining Geology, although it is in Engineering Geology.
At the generic competence level it is also noted that the profile has a lot of similarities with the meta-profile agreed at Addis Ababa in terms of Professionalism, socio-economic impact, creativity, and critical thinking and synthesis.
Four faculty members consulted, opined that there is need to adjust the current profile to close the gaps noted with regard to entrepreneurial and management skills, innovation and flexibility in order to meet the challenges in the the industry.

Conclusion
The above profile largely coincides with the meta profile agreed at the Applied Geology SAG in Addis Ababa. However, the profile needs adjustment to close the gaps noted with regards to some critical elements in the profile.

This initiative is implemented on behalf of the European and African Union Commissions by:
3.2.2. University of Maroua

Case study of The Higher Institute of the Sahel, the University of Maroua, Cameroon

Pr DANWE RAIDANDI

A - DESCRIPTION OF THE FOLLOW-UP PROCESS

After the Second General Meeting in Addis-Ababa, Ethiopia (2016), the generic and specific skills determined were used to build meta-profile in Applied geology. With the aim of the preparation of the next meeting, the work to be done consisted in comparing the institutional current degree profile at the Higher Institute of the Sahel, The University of Maroua-Cameroon with the Meta-profile. To make it, we translated the available current program in terms meta-profile. So, we were able to compare the meta-profile of our current degree to those determined in Addis-Ababa. This work was realized through exchanges and discussions between the professors intervening in applied geology.

B - DESCRIPTION OF THE CHOSEN DEGREE PROFILE

1) At the Higher Institute of the Sahel, The University of Maroua-Cameroon, Hydraulic and water management Engineer Diploma

2) PROFIL DE FORMATION

<table>
<thead>
<tr>
<th>TYPE OF DIPLOMA AND DURATION</th>
<th>Engineering degree (master), obtained after 5 years of training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTITUTION</td>
<td>the Higher Institute of the Sahel, The University of Maroua-Cameroon</td>
</tr>
<tr>
<td>ACCREDITATION ORGANISM</td>
<td>Ministry of Higher Education - Cameroon</td>
</tr>
<tr>
<td>PERIODE DE REFERENCE</td>
<td>Since 2013, this diploma is issued at the Higher Institute of the Sahel, The University of Maroua-Cameroon</td>
</tr>
<tr>
<td>CYCLE / LEVEL</td>
<td>The admission is allowed for the holders of a work engineer (bachelor in engineering, 3 years) in the same field for two years. At total, 5 years</td>
</tr>
</tbody>
</table>

MISSIONS OF THE HIGHER INSTITUTE OF THE SAHEL

-To train high level senior staff in the domain of hydraulics related to the sahel zones ; Engineer in Agricultural hydraulics, irrigation techniques, aquaculture canalization, and drilling, harnessing, water treatment.

CARACTERISTICS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSES OF THE SPECIALITY 70 %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPLEMENTARY COURSES 10 %</td>
</tr>
<tr>
<td></td>
<td>HUMANITIES 5%</td>
</tr>
<tr>
<td></td>
<td>INTERSHIP 15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL CHARACTER OR SPECIALIZED</th>
<th>the degree is more oriented to the hydraulics and water specialties</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORIENTATION</td>
<td>The diploma is a combination of practical, professional</td>
</tr>
</tbody>
</table>

This initiative is implemented on behalf of the European and African Union Commissions by:
training, and research.

OTHER CHARACTER
The training includes two mandatory internships

EMPLOYABILITY
The main opportunities of the program are a job in enterprises. The diploma gives the owner the title of engineer is regulated at the national level and protected by law.

PURSUIT OF STUDIES
- The graduate can continue his studies:
  - With a view to a research master’s degree and a PhD in the same speciality
  - With a view to a search for skills in management and entrepreneurship.

APPROACHES TO LEARNING AND TEACHING
Guided by the teacher, learning includes lectures, the tutorials, practical work, projects and internships.

EVALUATION METHODS
The assessment includes: ongoing monitoring, review and possibly practical work. In the case of projects, it will be a series of works and a work of synthesis.

C- ANALYSIS OF THE PROFILE OF THE DEGREE COMPARED WITH THE META-PROFILES ADOPTED A ADDIS-ABABA :

Coincidences with our meta-profile

2. Ability to find, characterise and estimate natural resources
3. Ability to understand the origin and the evolution of earth and its components
4. Ability to collect, map, analyse and interpret geological data using various Geoscientific techniques
5. Ability to use methods and techniques of natural resources exploration and exploitation
6. Ability to evaluate environmental impact of natural resources exploitation
7. Ability to conduct geotechnical site investigation
8. Ability to identify the genesis, types and uses of geological materials
9. Ability to use and/or develop modern analytical and numerical techniques in geological solving problems
10. Ability to use geological projects for sustainable development
11. Perceiving and understanding the time-space dimension of geological processes and their effects on the planet
12. Ability to contribute with the knowledge on georesources for engineering projects

Some elements of the Core of the subject are absent. This is due to the fact that the speciality is oriented to hydraulics and water managements. For instance :

- Environnement, Geology and Regulations
  - 11. Ability to monitor, assess and plan risk mitigation management in case of Geohazards
  - 12. Ability to implement health and safety legislation in geological resources exploitation
  - 16. Ability to demonstrate knowledgeable geoscientific expertise in entrepreneurial and managerial skills

- Mining Geology

This initiative is implemented on behalf of the European and African Union Commissions by:
1. Ability to apply earth sciences knowledge and techniques to design a mining engineering project

Concerning the other meta-profiles, one is lacking in our current degree:

- 10. Ability to evaluate socio-economic impacts of geological resources and their utilization
- 17. Ability to carry out field geological and laboratory investigations based on geoscientific standard procedures and code of practice

**People consulted**

In accordance with the recommendations, 5 teachers of the Department Hydraulics and Water Management, including 6 at the University of Ngaoundere, and at the University of Yaounde I were involved. Each was able to give his comments and remarks from the identified differences.

**Profile adjustments / Profile suggested for the university**

The following meta-profiles must be taken into account in the degree profile at the Higher Institute of the Sahel, the University of Maroua Cameroon: innovation and creativity, work ethic, commitment in the community, and sustainable development, plan risk mitigation management in case of Geohazards.

**Conclusion**

At the end of this analysis of this task, the analysis and the comparison in terms of meta-profiles will improve our curricula, taking into account all the important elements for the training of an engineer.
3.2.3. University of Calabar

Description of the process followed
In the faculty of Social Sciences University of Calabar, Nigeria, there are five Departments namely, Economics, Geography, Sociology, Political Science and Public Administration. According to the team, Public Administration and Political Science are closely related to Economics, but the preferred choice was Public Administration. This is because theoretical issues are derived from public sector economics and other governance issues that dominate the teaching of public administration. Public Administration team was asked to develop core and support competences expected of a graduate of Public Administration. This was subjected to exhaustive discussions.

Presentation of the degree profile

Essential Elements of Public Administration
- Bureaucracy and Public Policy
- Rural and Urban Development
- Development Policy and Social Change
- Civil Society and Democracy

Support elements
- ICT
- Language and communication skills
- Ethics in public administration

Subject Specific Competences (Public Administration)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Coherent understanding and application of public administration principles.</td>
</tr>
<tr>
<td>2</td>
<td>Ability to apply public administration principles in public procurement management.</td>
</tr>
<tr>
<td>3</td>
<td>Ability to understand the operations and interdependence of sub-national governments.</td>
</tr>
<tr>
<td>4</td>
<td>Ability to use information communication technology (ICT) in public administration.</td>
</tr>
<tr>
<td>5</td>
<td>Ability to perform economic computations in various spheres of manufacturing commodities and services</td>
</tr>
<tr>
<td>6</td>
<td>Ability to analyze government policies to make informed decisions.</td>
</tr>
<tr>
<td>7</td>
<td>Ability to assess the impact of public finance on human and natural resources.</td>
</tr>
<tr>
<td>8</td>
<td>Ability to understand and evaluate the impact of social and economic institutions on effective governance and development.</td>
</tr>
<tr>
<td>9</td>
<td>Ability to identify, analyze and solve African and global governance issues.</td>
</tr>
<tr>
<td>10</td>
<td>Ability to understand macroeconomic policies and draw policy recommendations.</td>
</tr>
<tr>
<td>11</td>
<td>Ability to understand and apply sustainable development policies and practices.</td>
</tr>
<tr>
<td>12</td>
<td>Ability to understand the operations and regulations of financial markets.</td>
</tr>
<tr>
<td>13</td>
<td>Possess skills to developed, appraise, plan, manage, monitor and evaluate government budgets.</td>
</tr>
</tbody>
</table>

Coincidence with the Meta-Profile
The subject and generic competences as well as the meta-profile developed in Ethiopia was presented to the team for discussion. It was unanimously agreed that it fits the expectations of a graduate in Public Administration.

People Consulted and Reflection
Dr. U. I. Agbor
Professor M. O. Nyong
Dr. Peter Ubi

This initiative is implemented on behalf of the European and African Union Commissions by:
Dr Bassey Ebi  
Dr. Christian Bassey  
Professor Felix Akpan  

Those consulted commended the work done in Ethiopia  

**Profile Adjustment/Profile suggested for the University**  
No adjustment was done  

**Conclusion**  
Stakeholders were satisfied with the Meta-Profile developed in Ethiopia and that it is a novelty in curriculum development.
3.2.4. Université des Sciences, de Technologie et de Médecine de Nouakchott

RAPPORT SUR LA COMPARAISON ENTRE LE META-PROFIL ET LA RÉALITÉ

Description du processus suivi :

Pour comparer le profil de notre université avec le méta-profil, il était nécessaire de :

- Traduire les matières enseignées en compétences ;
- Mettre l’accent sur les matières de spécialité qui serviront de noyau ;
- Remplir les cinq compétences du méta-profil par les matières du profil de notre diplôme ;
- Continuer avec les autres matières transversales, du tronc commun, des disciplines auxiliaires et optionnelles en remplissant les cercles externes ;
- Dégager ainsi les coïncidences et les différences ;
- Constater les éléments qui ne sont pas pris en compte dans le profil de notre diplôme.

Présentation du profil du diplôme de l’Université :

Cette formation vise à apporter à l’étudiant des bases solides et équilibrées en Géologie, tant théoriques que méthodologiques et expérimentales lui permettant l’obtention d’une Licence de Géologie Appliquée. En plus des enseignements de spécialité, de tronc commun en première année (L1) et des disciplines auxiliaires (Chimie, informatique, Mathématiques, physique), la formation assure la pratique de la langue (Arabe, français et Anglais) centrée sur la Géologie et l’Environnement en veillant à l’acquisition des bases du langage technique et développera l’utilisation des outils indispensables tels que la communication, la documentation et les plans d’expérience. Les titulaires de cette licence peuvent :

- Exercer leurs activités dans les domaines de la recherche et de l’industrie minières (prospection, exploitation, enrichissement, etc.) et dans d’autres secteurs de la géologie (topographie, hydrogéologie, etc.) ;
- Postuler à un master adapté à leur orientation professionnelle.

Coincidences avec le méta-profil :

- Les compétences spécifiques des cercles qui constituent le noyau sont identiques à la majeure partie des enseignements obligatoires majeurs. Ces enseignements coïncident avec les domaines liés à la spécialité et indispensables pour le profil de la Géologie appliquée (ce qui est normal) ;
- Certains cercles externes au noyau tels : le professionnalisme, la Communication, Impact socio-économique et la Gestion de la qualité ont des compétences communes traduites par les matières enseignées.

Les différences avec le méta-profil :

Certaines différences apparaissent tels que :

- La pensée critique ;
- La créativité ;
- La Direction ou leadership ;

This initiative is implemented on behalf of the European and African Union Commissions by:
Ces éléments ne sont pas pris en compte dans le profil du notre diplôme bien qu’il est possible d’acquérir ces connaissances ou ces compétences avec la pratique en cours et l’apprentissage en entreprise. La pensée critique, la créativité et le leadership sont jugés par nos équipes comme des compétences qui peuvent plutôt être développés dans des écoles d’ingénieurs.

Les personnes consultées et réflexions :

Au cours de cette comparaison entre le métaprofil et le profil de notre diplôme, les enseignants chercheurs, dont les noms cités ci-dessous, ont eu à partager ensemble cette réflexion et participer ainsi faire ressortir ces coïncidences et différences entre ces deux profils. Il s’agit de :
- Ahmedou Mahfoudh, Responsable de la formation doctorale de Géologie ;
- Mohamed Salem Sabar, Coordinateur de Master de Géologie ;
- Imad Khalil Tavech, Coordinateur de la filière de la Géologie appliquée,
- Zein Ould El Arby, Coordinateur de la Filière Géosciences ;
- Sidi Mohamed Moine, enseignant chercheur au Département de Géologie ;
- Isselmou Ould Babah, enseignant chercheur à la Faculté des Sciences et Techniques.

Cette équipe de professeurs en analysant ces deux profils a fait les constats suivants :

- Les deux profils sont dans l’ensemble identiques pour ce qui est des compétences de base ou compétences indispensables pour apprenants de la Géologie appliquée ;
- De même pour les compétences « outils » : Communication, Professionnalisme, Impact socio-économique et la Gestion de la qualité ;
- Existence de certaines différences qui n’ont pas un impact sur les compétences de base mais qui peuvent représenter un atout à ajouter à cette formation pour mieux la perfectionner.

Ajustements profil/profil suggéré pour l’Université :

De façon générale, le profil de notre diplôme est conçu pour répondre à nos besoins spécifiques et respecter le volume horaire annuel du système LMD d’une part, et éviter de surcharger l’étudiant d’autre part.

Partant de cela et pour ajuster notre profil au métaprofil ou vis versa, il serait mieux de revoir les différences entre ces profils qui, à mon avis, ne sont identifiées que dans les compétences « outils » et chercher ainsi à les insérer dans l’un ou l’autre des profils.

Conclusion

Ce rapport, réalisé en concertation avec une équipe d’enseignants chercheurs de notre université, fait ressortir une certaine similitude entre les compétences de base des deux profils et des divergences dans les compétences « outils ». Ces divergences peuvent être corrigées pour avoir des contenus similaires pour l’essentiel et un même profil.
3.2.5. University of Lubumbashi

Report by Pr. Dr. Mwabanwa Louis KIPATA

The objective is to compare an institutional current degree profile with the Meta-profile agreed in Addis. This process allows to reflect on the coincidences and differences and to start the validation and analysis as well as beginning to think on the implementation. The Chosen study degree is Bachelor of Sciences, Geology.

To complete this task, we first analyzed the current program of BSc Geology (License, five years) at the University of Lubumbashi. NOTE THAT THIS REASONMENT WAS DONE BEFORE WITH THE AIM OF IMPLEMENTING THE LMD PROCESS. Thus, the available bachelors program achieve certain training objectives as basic knowledge of perspective in the transversal skills of the discipline comprising: the ability to work with independently, critical analysis, thinking, and understanding and research ability.

Any lacks were however identified and are presented in the broader context geology education. Concerning generic competences, detailed analyzes by show that, in general, current program teaches good fundamental geological science. However, it tends to be focused on theoretical knowledge (knowledge) but little on the practical aspects and transversal competences (skills). Detailed analyzes also allow the following observations:

• The low number of courses / team projects does not favor the development of transversal skills such autonomy in work and critical thinking, teamwork and communication.
• Weaknesses were observed for the presence of courses or initiatives to develop the skills of communication regarding students
• Project management concepts and especially economic project assessment does not appear to be sufficiently covered and should be strengthened
• Although some programs help familiarize students about the impact of the role of the geologists on the environment and society, the majority of them would benefit from being strengthened. The impact of the role of the geologist in society should receive particular attention
• The large number of contact hours (especially during the first years of the program) encourages the little development of autonomy among students.
• The large number of small modules (2 or 3 credits) generates a significant workload for the student which also has the effect of restricting the development of independence in students.
• It is difficult to assess the achievement of certain skills including teamwork, the development of professionalism and ethics (we refer to Ubuntu).

With respect to the development and achievement of specific skills, the following table summarizes the main observations and groups them as strengths and weaknesses.

On the more general view, it appears significant that several programs contain courses to train more general geologists and, unlike the global trend that seeks to train specialists. This aspect will be addressed in the Master program.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>

Table 1 : Strengths and weaknesses relative to specific competences of the analyzed geology program

This initiative is implemented on behalf of the European and African Union Commissions by:
Acceptable:
- The execution of surveys and studies of geological maps made in the field or from documents
- The execution of surveys and geological studies for work on the structures and facilities.
- Research relating to the study and prevention of natural hazards in geological character
- Geological studies on surface and groundwater; is the research, evaluation, exploitation and protection of water resources.

Superior:
- The execution of surveys and studies by interpreting data from surveys and drilling and exploitation.
- Geotechnical Option: low regarding geological studies related to the research and exploitation of mineral deposits, hydrocarbons, coal and other useful substances extracted in mining and quarries.
- Option Exploration: insufficient regarding the evaluation studies of mineral resources and reserves and valorization of mineral deposits.

For 2 options:
- Not present regarding geological studies related to the underground storage area in search and exploitation of geothermal fields – nonexistent regarding the applied geological studies, characterization and remediation of contaminated land.
- Low regarding geological studies related to environmental protection, preservation of natural resources, in quantity and quality, and the natural environment.

People consulted for this study:

Prof. Dr. Ruananza Toto Francois LUBALA; Dean Faculty of Sciences
Prof. Dr. Mwabanwa Louis KIPATA; Head of Department of Geology
Prof. Dr. Mwene-Ntabwoba Stanislas SEBAGENZI
Prof. Dr. Mumba Ildefonse CHABU
Prof. Dr. Kabongo Etienne KADIMA
Prof. Dr. BIN RUSANGIZWA Johny BYAMUNGU
Prof. Dr. ILUNGA Jean-Marie LUNDA
3.2.6. University of Antananarivo

Dr Voahangy RATRIMO

REPORT ON THE ELABORATION OF META-PROFILE

According to the resolution we have taken during the second general meeting in Addis Ababa, Ethiopia 29th February to 2nd March 2016, we decided to choose the 5th semester because some of our universities have only six semesters while others have more.

The "APPLIED GEOLOGY" in the "Earth Sciences and Environment" Mention covers 6 semesters totaling 180 credits, and consists of a common integration year L1 (Licence 1) composed of S1 (1st Semester) and S2 levels, of L2 level S3 and S4, S5 and S6 and L3 level. From L3 level S5, there are elective courses for potential choice for obtaining the Bachelor of Earth Sciences.

✓ Presentation of the degree profile of the University.
1. Name of the Program: Bachelor of Earth Sciences
2. Length of the Program in years: 3 years
3. Semester chosen: 5th semester
4. Name of the Units/Courses/Modules covered in that period (to see picture)
   Our academic system is based on UE and ECUE instead of Units/Courses and Modules. See the chart below.

<table>
<thead>
<tr>
<th>Name of Units (UE)</th>
<th>Courses (ECUE)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metamorphic Petrology and Microscopy</td>
<td>Metamorphic Petrology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Microscopy</td>
<td>2</td>
</tr>
<tr>
<td>Magmatic Petrology and Microscopy</td>
<td>Magmatic Petrology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Microscopy</td>
<td>2</td>
</tr>
<tr>
<td>Geology and development ; and Evolution of continents</td>
<td>a- Geology and development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b- Evolution of continents</td>
<td>2</td>
</tr>
<tr>
<td>Basic Geochemistry</td>
<td>a- Introduction to Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b- Isotope geochemistry</td>
<td>2</td>
</tr>
<tr>
<td>Basic and Applied soil science</td>
<td>a- Fundamental Pedology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b- Applied Soil Science</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Optional Units</th>
<th>Optional Courses</th>
<th>1 x 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ores and deposits</td>
<td>Ores and deposits</td>
<td>5</td>
</tr>
<tr>
<td>Surface hydrology and groundwater</td>
<td>a- Surface Hydrology</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>b- Groundwater hydrology</td>
<td>2.5</td>
</tr>
<tr>
<td>Introduction to geotechnics</td>
<td>a- Introduction to geotechnics</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>b- Soil mechanics</td>
<td>2.5</td>
</tr>
</tbody>
</table>

5. Duration of an academic hour at my university: 60 minutes
6. Number of credits per year: 60 credits (2 semesters)
7. Number of hours per credit: 30 hours

✓ Description of the process followed.

This initiative is implemented on behalf of the European and African Union Commissions by:
Firstly, we began with the consultation with teachers and students. We had to found 12 students per unit because we compensate with upper classes who have already taken the 5th semester before. We made many slide show presentations to explain the Tuning Africa Project and the aim of the elaboration of meta-profil.

The meta-profile which corresponds to this degree profil is below:

- **Coincidences with the meta-profile (agreed at Subject area level)**
  The correlation between the meta-profil of this degree and the one we agreed stand on the importance of Mining and Geology for this 5th Semester. The obtention of the Degree of Bachelor in our University needs a deeply knowledge in the fundamental geology, that is why the Petrology and Microscopy, the Geochemistry and the Soil sciences have their importance in this Semester.

- **Differences with the meta-profile.**
  The differences stand on the Leadership, the Management, the Socio-Economic and Communication that are proposed in the meta-profile of Addis and are not present in ours. These elements are not considered in this degree profile of 5th Semester for my university. The explanation would be the lack of discussion in the management of the courses, because some of these elements are considered on the higher level.

- **People consulted and reflections.**
  As already mentioned, we conduct the survey through all the teachers who have taught and who teach in the 5th semester. We also consulted also all the students through the powerpoint presentation and discussed with them. We tried to consult some student in upper semester because they have more opinion as they already finished this semester.

- **Profile adjustments/Profile suggested for the university.**

This initiative is implemented on behalf of the European and African Union Commissions by:
As adjustments of the profile for the university, we suggest to include all elements that are lacking from now in this semester, such as Leadership, Management, Socio-Economic and Communication.

CONCLUSIONS
In conclusion, we can say that there is a lot of contrast between the METAPROFILE we did in Addis and the one of the University of Antananarivo. These contrasts may have been caused by the difference in levels between the Universities and the recent transition to the LMD system. Neverthless, these contrasts can be adjusted after more discussion and consultation with the Academics and the University administration.
3.2.7. Sebha University

This report was prepared based on the profile of the Sebha University and discussed with several academics in the geology department. The report represents the answers of the main issues addressed in the TASK 2, which related to the similarities and differences between the Meta-profile of the Second General Meeting and the Geology Department of Sebha University.

- The subject area is bachelor degree in geology B.Sc.
- The program profile in the Sebha University is focusing on the Exploration Geology and Geotechnics, because Libya is a major petroleum provenance, also, there is a miner interest on Mining Geology.

The general competences in Sebha University profile are approximately agree with Meta-profile of the Second General Meeting.

- The coincidences and differences of specific competences between Meta-profile of the Second General Meeting and the Geology Department of Sebha University are presented in the following table:

<table>
<thead>
<tr>
<th>Field</th>
<th>Coincidences</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration Geology</td>
<td>S4, S5, S2, S17, S3, S14</td>
<td>S9</td>
</tr>
<tr>
<td>Geotechnics</td>
<td>S17, S15, S7, S8</td>
<td>S3, S13, S9</td>
</tr>
<tr>
<td>Mining Geology</td>
<td>S5, S2, S17, S13, S7</td>
<td>S1, S3, S9</td>
</tr>
<tr>
<td>Environment Geology and</td>
<td>S6, S14, G16, G13</td>
<td>S13, S7, S11, S9</td>
</tr>
<tr>
<td>Regulations</td>
<td></td>
<td>S12, S16</td>
</tr>
</tbody>
</table>

Based on the information provided in the previous table, the specific competences of Exploration Geology, Geotechnics and Mining Geology showed that the profile of geology department in the Sebha University focusing on the ability to apply the geological knowledge that investigated in the class rooms in the reality which agree with S4, S5, S2 and S17. The profile of Geology Department in Sebha University revealed weakness in the analytical modeling in solving the natural problems which referred to S9 Competence in Meta-profile of the Second General Meeting.

Dr. Alsharef Albaghdady
Tuning Africa Representative, University of Sebha, Libya
3.2.8. Jomo Kenyatta University of Agriculture and Technology (JKUAT)

The JKUAT’s current degree program profile when compared with the Applied Geology Group Meta-profile developed in Addis in March 2016 has few differences, if any, and more similarities as follows:

106 **BSc Applied Geology**

Construction industry plays a crucial role in infrastructural development of the country. It needs adequate technical manpower to meet technological challenges that continue to be experienced. Highly knowledgeable and skilled resource persons in engineering are best placed to man the industry and respond positively to the increasing demand for modern building and civil engineering structures. However, geoscientists have a genetic role in this industry as they provide on consultation, necessary geotechnical information starting from suitability of construction sites, suitability of geomaterials, identifying locations of mineral deposits of economic significance etc.

Thus, a geoscientist with knowledge, skills and attitudes attained up to bachelor degree level and beyond when exposed to adequate mining and construction experiences is best placed to provide such logistics. It is on this basis that this four academic year program for Bachelor of Science in Applied Geology has been developed; and this apparently coincides with that was developed in Addis, Ethiopia.

106 **BSc Applied Geology**

This degree program as developed by the Department of Mining, Materials and Petroleum Engineering (JKUAT) has a wide spectrum and is focused. It is intended to provide adequate theoretical concepts and practical skills that are required in both geological and construction based environments for the enhancement of infrastructural development in both public and private sectors of the construction industry.

107 **Proposed Meta-profile**

The Meta-profile for this degree, once adopted, will produce self-motivated and innovative bachelor degree holders as geoscientists who can contribute positively to the evolving construction industry in compliance with the mission of the Jomo Kenyatta University of Agriculture and Technology, which is in line with Kenya’s Vision 2030.

108 **Analysis of the Degree Program as at Addis Meta-profile**

- From the four (4) stakeholders responses in Academics, Employers, Graduates and Students all concurred with the first five specific competencies
- Similarly, the generic competencies were also considered
- The common Competencies were in Exploration and Mining Geology
- Whereas those of Geotechnics and Environmental Geology were NOT considered as important Specific competence-based subjects.
- Professionalism, Critical Thinking, Communication, Quality Leadership and Management as well as Socio-Environmental Impacts were some of the generic subject competencies embraced as value addition to the degree profile.

109 **Seven academics in JKUAT discussed exhaustively the meta-profile of Addis and were very happy with the outcomes in both generic and specific subject-based competencies developed in the General Meeting in Ethiopia.**

They noted, with appreciation, that the development of all sectors of the economy for any country is accelerated if the infrastructure sector is booming and well manned by competent technical experts in mining and construction engineering, supported by qualified and experienced geoscientists who provide consultancy and participatory services. Provision of safe and stable structures in the mining and construction sectors continues to be a challenge at supervisory level on mining/construction sites as new technologies emerge. In this respect the program has been designed to equip the student with relevant mining/construction knowledge and skills that are essential at bachelor’s level. It is intended that the leaner becomes knowledgeable in entrepreneurial and managerial skills in addition to the geoscientific core units of the Applied Geology profile developed in Addis.
Furthermore, the weighting and mode of teaching of the units to be covered will be of paramount importance as we begin developing a detailed Meta-profile in Accra.

**110 Report on meta-profile given in Addis**

At the end of this Applied Geology program, as per the Meta-profile, the students should be able to:

a) Apply fundamental geo-scientific concepts and procedures when undertaking tasks that involve geology of excavations capturing dam, quarries, tunnels and construction sites for infrastructural development;

b) Acquire sound technical knowledge, creative skills and positive attitudes for engaging in construction projects on participatory level and as a resource for consultancy in the evolving mining and/or construction industry;

c) Carryout petrological and laboratory investigations for geoscientific and construction purposes based on standard procedure and codes of practice that are in place internationally;

d) Acquire geoscientific knowledge, entrepreneurial and managerial skills for mobilizing natural resources by investing in private or public sector for income generation purposes;

e) Develop the capability to undertake research in both geoscientific and construction sectors for enhancement of infrastructural development;

f) Appreciate the important role of geoscientific knowledge in successful performance of construction and mining industry thereby fostering overall progress of the country's economy; and finally

g) Develop a sound foundation for pursuing higher courses having acquired geoscientific knowledge boosted by geotechnics, geological exploration, and mining and construction concepts at bachelor's degree level.

**Prof. Bernard P.K. Rop, PhD**

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*This initiative is implemented on behalf of the European and African Union Commissions by:*
3.2.9. Adama Science and Technology University

Upon the discussion made on the second general Meeting held in Addis Ababa, Ethiopia, tasks are shared among the subject area groups to be done and reported to the Third General Meeting next October 2016 to be held in Ghana, Accra.

**Task 1 (GROUP) – Elaboration of final version of Meta-profile:** Our Applied Geology Subject area group elaborated the meta-profile based up on the fruitful participation and discussion of the each participant. The final version of the elaborated Meta-profile with all the elements of generic and specific competences that agreed on among the group was sent to the subject area coordinator Dr. Digne Edmond Rwabuhungu Rwatangabo.

**Task 2 (INDIVIDUAL) - Bridging between Meta-profile and reality:**
To bridge the Meta-Profile to the existing reality of our University (i.e. Adama Science and Technology University) the following six Academic staffs from our Applied Geology Program are selected for the analysis and consultation:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of Participants</th>
<th>Specialization</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Dulla China Linga Raju</td>
<td>Applied Geochemistry</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>2</td>
<td>Dr. yadeta Chimdessa</td>
<td>Engineering Geology</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Abraham Mechals</td>
<td>Hydrogeology</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Ishrath Mohammed</td>
<td>Remote Sensing and Gis</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Asfaw Erbello</td>
<td>Structural Geology</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Yonathan Garkebo</td>
<td>Exploration Geophysics</td>
<td>Senior Lecturer</td>
</tr>
</tbody>
</table>

The discussion made between these academic staffs and the Representative of the Applied Geology subject area of the University Mr. Hassen Shube Sheko. Mr. Hassen has briefly explained the progress held before and the objective of this Meta-profile bridging to compare with the current institutional degree profile.

Then, the discussion started from the degree nomenclature of the ASTU and Tuning Program. The name of the degree is completely similar with the current institutional naming, i.e. Applied Geology.

1. **Degree Nomenclature:** The name of the degree at our Adama Science and Technology University is also Bachelor of Science of Applied Geology which is completely similar with the Subject area of the Tuning Africa Project. But, this nomenclature is slightly differently named as Applied geosciences at the post graduate level.

2. **The degree profile** of our Applied Geology at Adama Science and Technology University is mentioned as follows from our curriculum.

- Upon successful completion of all the required courses in the curriculum, the Applied geology graduate will Have the sufficient tacit and explicit knowledge to compare, analyze and synthesize data on geologic and geologic processes, features and resources and convert this knowledge to actionable knowledge in Research institutions and sectors such as earth resources evaluation, development and management, geo-hazards and environmental changes detection and mitigation.
  - Be have the skill to measure, describe, record, report, and map geologic features, processes, and resources using conventional and up-to-date methods, equipments and standards
  - Be able to conduct basic and applied researches in earth sciences (including problem identification, comparing and contrasting, inventorying) and be able to communicate with individuals and the community
  - To have the attitude and caliber to transform theories and principles from one Earth Science discipline to another
  - Be cognizant of the ethics, attitude, and value of own profession and that of responsible citizenship

3. **Analysis of Degree Profile with Meta-Profile**

This initiative is implemented on behalf of the European and African Union Commissions by:
3.1. **Identifying coincidences:** The degree profiles of our University that coincides with the Meta-profile of the SAG in many different aspects.

- The analysis and synthesis of geologic data, geologic processes, features and resources which is included in our degree profile coincides with the exploration geology Mata-profile of the SAG.
- The Resource evaluation, development and management in our degree profile also coincide with Mining Geology and partially with geotechniques.
- Geo-hazards and environmental change detection and mitigation in our University degree profile also coincide with Environmental geology and regulations and some elements of generic meta-profiles such as leadership, quality management and socio-economic aspects.
- The skills of measuring, describing, data recording, mapping geologic features, processes and resources and instrumentation methods coincides with Exploration Geology, partially with mining geology and Geotechniques.
- All the other profiles such as problem identification, communication, attitudes, ethics, value of own profession and responsibility as a citizen coincides with Meta-Profile elements of the SAG like Professionalism, critical thinking, creativity and communication.

3.2. **Differences with Meta-Profiles**

- The basic difference between our degree profile and Meta-profile of the SAG is the process of generic and specific competence elements identification. In our curriculum the elements that are identified as the specific competences are mentioned as the general and specific objectives, whereas, the generic competences are also mentioned collectively in these objectives.
- UBUNTU is not mentioned in our university’s degree profile.
- The element of specific competence in the Meta-profile such as S16 is not mentioned in our university degree profile. The S16 in Meta profile of the SAG is ability to demonstrate geoscientific knowledge expertise to enterpreneurial and managerial skill. This competence is considered as an important input for the development of geoscientific expertise for the job creation after graduation rather than being involved in government sectors and companies. Therefore, our Universities academic staff appreciated the incorporation of this S16 in the SAG meta-profile.
- The generic competences in the SAG meta-profiles are not separately mentioned in our degree profile; rather it is mentioned collectively under the Specific competence.

3.3. **People consulted and reflections**

- The participants on this Meta-Profile analysis are highly involved and critically reflected their ideas. They appreciated the process of this curriculum development that it is completely different from the previously conducted way of country. They specifically mentioned the processes in which all the activities are consulted by the academia, graduates, stakeholders, students and employers during the generic and specific competences development, Elaboration of meta-profile and survey of student workload.
- Some of our participant academics also appreciated the involvement of different African universities and international partners to harmonize the curriculum which can create the regional, continental and International students mobilization to share culture, experience, socio-economic aspects.
- Our participants have also mentioned their worry how and the way this curriculum can be implemented and how to mobilize students and staff across different universities of the continent.
- Some issues related to the subjects and specialization areas are also raised in relation with the countries resource; some countries may have oil and natural gas, others may have metallic resources, some can have geothermal resources, industrial minerals, seismic prone areas; therefore, how can they have similar curriculum instead of specializing according to the nature of their geological nature and resources.

3.4. **Profile adjustment**

*This initiative is implemented on behalf of the European and African Union Commissions by:*
Our academic staff have analyzed the meta-profile of SAG and mentioned few adjustments.

- In the specific elements of the SAG-meta-profile; resource exploration and exploitation for waters, Minerals (metallic and non-metallic) and energy resources should be mentioned separately.
- Some emphasis for the basic geology as an specific competence should be mentioned

For the University, some profiles are suggested to be important in our curriculum case like the case of geotechniques and Mining geology which has very few courses and less emphasized.

3.5. Conclusion
Our Adama Science and Technology University had participated in this tuning Africa project phase II for curriculum harmonization in Applied Geology subject area group. The degree nomenclature that already exists at our University is similar with the SAG that both are Applied Geology. The Meta profile developed by the SAG has many similarities’ with our university Applied geology curriculum profile. These coincidences are both having Resource evaluation, mapping techniques, exploitation techniques and environmental aspects, as well as our university also have some generic competences of the SAG meta-profile that are collectively mentioned with specific competences.

The difference between our University profile and the SAG meta-profile are the elements of the generic and specific competences. In our university profile the specific competences of the meta-profile are mentioned in the objectives of the curriculum rather than in the profile. The generic competences of the meta-profile are not separately listed in detail in our university profile; it is included together with specific competences. In the discussion of our academic many ideas are reflected on the analysis of the SAG meta-profile; like appreciation of the process of consultation on each progress and tasks as well as the regional, continental and international partners involvement in the curriculum harmonization will be highly expected with fruitful output. Finally the participants has mentioned their worry of how much this curriculum will be implemented to fulfill its ultimate goal of African universities collaboration, education, research and students exchange.

With Regards
Hassen Shube Sheko
Head, Applied Geology Program
School of Applied Natural Science
Adama Science and Technology University
Adama, Ethiopia

This initiative is implemented on behalf of the European and African Union Commissions by:
3.3. HIGHER EDUCATION MANAGEMENT

3.3.1. University of Mauritius

Objective: to compare an institutional current degree profile with the Meta-profile agreed in Addis. This process allows to reflect on the coincidences and differences and to start the validation and analysis as well as beginning to think on the implementation.

Degree selected: BSc in Educational and Instructional Technologies
Length of the Programme in years: 2 years.
Duration of an academic hour: 60 minutes.
Number of hours per credit: 15 h lecture per credit.
Number of calendar weeks in the semester: 15 weeks.

Methodology:
The profile of the selected degree was analysed comparatively with the Meta-profile agreed at the Tuning Africa Second General Meeting (Ethiopia, 2016), in order to:

- Identify coincidences.
- Identify differences.
- Analyse the weight of the different dominant elements, in particular any elements that may be absent/deficient in the selected degree.
- Explore possible reasons, explanation and justification for the differences observed.
- Suggest profile adjustments.
- Make conclusions.

Results:

<table>
<thead>
<tr>
<th>Generic Competences</th>
<th>Key Areas</th>
<th>Specific Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Skills (1,3,4, 5)</td>
<td>Systems and Policies (SP)</td>
<td>1, 8</td>
</tr>
<tr>
<td>Creativity (9, 10)</td>
<td>Organisation, Leadership &amp; Management (OLM)</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Technical Skills (6, 17)</td>
<td>Financial Management and Funding (FMF)</td>
<td>6</td>
</tr>
<tr>
<td>Communication (7,8, 12)</td>
<td>Human Resource Management (HRM)</td>
<td>9,10</td>
</tr>
<tr>
<td></td>
<td>Student Affairs (SA)</td>
<td></td>
</tr>
</tbody>
</table>
Discussion:

This initiative is implemented on behalf of the European and African Union Commissions by:
As can be seen from the data above, the emphasis of the selected degree programme is more on developing the intellectual, technical, creative and communication skills of the students, in particular development of curricula, research, and developing partnerships. There is lesser emphasis on human resource management, legal issues, funding and financing issues, and none at all on student affairs. The aspects of organisation and systems are covered, but in terms of technical systems and not in terms of institutions.

On the other hand, there is very good coverage of the generic competences, with almost all of them being emphasized in the syllabus. Particular attention is given to application of knowledge, translating knowledge to practice, problem solving and communication.

Interestingly, there are some generic competencies that are not included in the Mauritius curriculum, not because they are considered unimportant, but more because the need is not that strongly felt, namely, the ability to work in an intercultural and interracial environment, and the commitment to preserve and add value to cultural identities, diversity and cultural heritage. Given that Mauritian society has been an intercultural and interracial one since many generations, and Mauritians are born and grow up in such an environment, these competencies are well moored and inherent in the psyche of the local people.

The reason for the departure of the metaprofile from the one developed by the group in Addis in 2016 is that the degree selected is not specifically about management of the higher education system. It is more about the technologies used in higher education. In fact, the University of Mauritius does not offer a specific degree in higher education management, nor does any other higher education institution in the country. However, there is scope for this degree to be expanded and remodeled to cover other key aspects of what is needed to produce a higher education manager.

With the changing higher education landscape in Mauritius, and the emergence of a number of private Universities and educational institutions, there is a growing need for formal award programmes and/or short training courses in the field of Higher Education Management. The experience obtained as part of this Tuning Project in understanding and developing competencies-based curricula, it would be relatively easy to mount such a programme at the University of Mauritius.

Professor S. Facknath  
*UoM Rep on Tuning Africa HEM SAG*
Degree:

MASTER OF LINGUISTICS AND DIDACTICS OF ENGLISH

BRIDGING BETWEEN META PROFILE AND REALITY

I/ Name of Degree and subject Area: Master of Linguistics and Didactics of English

The Master of Linguistics and Didactics of English trains learners into acquiring two sorts of competences: (1) conducting Scientific Research in Linguistics and cultures of Anglophone countries; (2) acquiring required skills in English language teaching.

II/ Presentation of Degree Credits

<table>
<thead>
<tr>
<th>Code number</th>
<th>Credits</th>
<th>Code number</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS6219</td>
<td>LANGUAGE IN SOCIETY</td>
<td>LIS62191</td>
<td>The Anthropology of language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS62192</td>
<td>Language, Literacy and Development</td>
</tr>
<tr>
<td>MAM6219</td>
<td>MULTILINGUALISM AND ITS MANAGEMENT</td>
<td>MAM62191</td>
<td>Linguistic diversity and Multilingualism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAM62192</td>
<td>Language planning</td>
</tr>
<tr>
<td>TAT6219</td>
<td>TEXTBOOK ANALYSIS AND TESTING</td>
<td>TAT62191</td>
<td>Textbook analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TAT62192</td>
<td>Testing in English Language teaching</td>
</tr>
<tr>
<td>DID6219</td>
<td>DIDACTICS</td>
<td>DID62191</td>
<td>Theoretical approach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DID62192</td>
<td>Materials and curriculum evaluation</td>
</tr>
<tr>
<td>SRM6229</td>
<td>SEMINAR ON RESEARCH MONITORING</td>
<td>SRM62291</td>
<td>Research Design: the main components and major steps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRM62292</td>
<td>Data collecting and treatment: statistical procedures</td>
</tr>
<tr>
<td>ISW6229</td>
<td>INTERDISCIPLINARY SEMINAR ON WRITING A THESIS</td>
<td>ISW62291</td>
<td>Monitoring a research paper and discussing ultimate difficulties</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISW62292</td>
<td>Research project editing (Production of preliminary paper)</td>
</tr>
<tr>
<td>SEC6239</td>
<td>SECONG LANGUAGES &amp; LEARNING TO START A BUSINESS</td>
<td>SEC62391</td>
<td>Spanish/German</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEC62392</td>
<td>Learning to start a Business</td>
</tr>
<tr>
<td>MOP62210</td>
<td>MONITORING A RESEARCH PAPER &amp;THESIS DEFENSE</td>
<td>MOP622101</td>
<td>Monitoring a research paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MOP622102</td>
<td>Thesis Defense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MOP622103</td>
<td>Post-Presentation Checking</td>
</tr>
</tbody>
</table>
III/ Social Need of the program
The growing importance of English language in today’s globalized context is such that all the people everywhere have to adapt to it. The purpose of this Degree is to provide Master students with necessary skills for learning the English language, and then securing a career by teaching it in Côte d’Ivoire/Ivory Coast, which is a natural francophone society.

IV/ Description of Degree profile in terms of Generic Competence and Specific Competence

Generic Competences
- GC1: Capacity for conceptual thinking, analysis and synthesis
- GC2: Ability to work professionally with respect to ethical values
- GC3: Capacity for critical evaluation and self-awareness
- GC4: Ability to translate knowledge into practice
- GC5: Ability to take relevant and Objective decisions, and to propose practical solutions to problems
- GC6: Capacity to use innovative and appropriate technologies
- GC7: Ability to communicate effectively in official and local language
- GC8: Ability to learn and capacity for lifelong learning
- GC9: Ability to show flexibility and adaptability to new situations
- GC10: Self-confidence, ability for creative and innovative thinking
- GC11: Capacity to demonstrate leadership, management and team work skills professionally
- GC12: Ability to communicate effectively and demonstrate interpersonal skills
- GC13: Sustainable environmental awareness and economic consciousness in professional decision making
- GC14: Ability to work in an intra- and intercultural and/or international context
- GC15: Ability to take initiative and work independently
- GC16: Ability to evaluate, review and enhance quality
- GC17: Ability to manifest self-confidence and to exhibit/translate knowledge into practice with an entrepreneurial spirit
- GC18: Commitment to preserve and to add value to African and cultural heritage

Specific Competences of Master Degree in Linguistics and Didactics of English
- SC1: Ability to know the social and cultural norms of language
- SC2: Ability to determine the key factors that stimulate language evolution in social setting
- SC3: Ability to recognize basic principles for cultural balance in context of linguistic diversity
- SC4: Ability to develop managerial capacities and communicate in the context of multilingualism and cultural diversity
- SC5: Developing skills in critical analysis
- SC6: Ability to learn skills in English language teaching in non-English linguistic setting
- SC7: Ability to internalize theoretical materials for foreign language teaching
- SC8: Ability to evaluate and develop curricular in second language teaching and acquisition
- SC9: Ability to teach English as second language with standard teaching methodology
- SC10: Capacity for conceptual thinking and articulation
- SC11: Capacity for data collecting
- SC12: Ability to frame a research project and conduct it for scientific purpose
- SC13: Ability to work in interdisciplinary context on subjects from different fields of study
- SC14: Ability to work on advanced linguistic and cultural materials in scientific spirit
- SC15: Ability to learn different foreign languages
- SC16: Ability to conduct entrepreneurial activities and work with new electronic materials

V/ Length and Level of the Program
The Master program in Linguistics and Didactics of English covers 2 years training, which corresponds to 4 semesters. Three of these semesters are devoted for lectures, and the
fourth semester is for writing the research paper. Over these four semesters, students have to complete 120 credits in a total of 3000 hours lectures and research paper writing.

VI/ Future fields, Sectors of employment

As specified above, the Master in Linguistics and Didactics of English trains for two types of careers. (1) as a researcher through a Doctorate program, and (2) as a professional in English teaching. Graduates in Linguistics and Didactics of English have access to various sectors of Ivorian work market. The Public sector is the main provider of job, specifically in the Ministry of National Education. They can work as:

- teachers of English as foreign language in secondary schools,
- junior staff members in Secondary school in charge of developing curricula.

They are also competent in private sector jobs (for example in Private schools) because of the interdisciplinary character of the training, and chiefly owing to the growing importance of business-related subjects in their program, graduates in Linguistics and Didactics of English are also ready to run or serve in diverse business activities; for example they can work in:

- insurance companies,
- banking, and
- trip companies.

Those who don't want to serve in secondary schools and liberal activities will continue in more advanced/scientific courses through doctorate studies.

VII/ Link of competences with the agreed meta-profile.

The link between Higher Education Meta-profile and Specific Competences of the Master in Linguistics and Didactics of English gives the following table:

<table>
<thead>
<tr>
<th>HIGHER EDUCATION META-PROFILE</th>
<th>DEGREE PROFILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems and Policies</td>
<td>SC1;</td>
</tr>
<tr>
<td>Organization, Management and Leadership</td>
<td>SC4; SC8; SC13</td>
</tr>
<tr>
<td>Financial Management and Funding</td>
<td>SC16</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>Student Affairs</td>
<td></td>
</tr>
</tbody>
</table>

VIII/ REPORT

The present report is based on the comparative assessment of the Meta-profile of Higher Education Management and the profile of the Master Degree in Linguistics and Didactics of English of the English Department, in the University of Bouake, Ivory Coast.

The Master Degree in Linguistics and Didactics of English, as we mentioned above, aims at training students for two sorts achievements. The first major category of courses is devoted to learning about norms of languages and cultures in society, linguistic diversity and multilingualism, etc. The society is the standard human living setting; but generally, the African social setting is taken as reference, because of the multiple cultural and linguistic realities of the

This initiative is implemented on behalf of the European and African Union Commissions by:
human communities in Africa. In addition to this instructional aspect, the Master degree in Linguistics and Didactics of English is highly methodological. This is due to the fact that Graduates in this field are expected to develop skills for scientific researches. Such courses as Research Design and Monitoring research paper are taught to prepare students to conduct research projects in this field.

The second major outcome of the Master degree in Linguistics and Didactics of English is, as the name indicates, the preparation for teaching career. This concerns the courses of Didactics which train students into teaching English in secondary schools in Ivory Coast. These courses include various items like Textbook analysis, Materials and curriculum evaluation, and Testing and English Language Teaching.

In order to better evaluate coincidences and differences between Degree profile and Higher Education Meta-profile, we have taken each item of the degree program and compared it in terms of its achievements upon training to the five main items of Higher Education profile. And we have come to the following conclusion:

a/ There is no – or almost not— coincidence between Higher Education profile and Master Degree profile. As the above table shows it, Higher Education Management is predominantly systemic, organizational and managerial. Except for a few points of coincidences, there is no link between programs. Higher Education is not interested in culture, language and teaching, while the Master program is oriented to conceptual, cultural, didactic and scientific competences.

b/ The Meta-profile of Higher Education Management would be more interesting if it were open to aspects related to culture and language and also to didactics. Even if there are items about curricula, it would be beneficial to have more attention paid to teaching, which is one of the focuses of the Master of Linguistics. On the other hand, the Master degree would be richer if it were open to such items as Human Resource, funding, management, etc.

Conclusion:
It is more advisable to enlarge the scope of Higher Education and open its achievements to the expectations of African students in terms of future career. Its profile is undoubtedly good when one takes into account items like Systems and Policies, Organization, Leadership and Management, or again financial Management and Human Resources, etc. Unfortunately it does not take into account the overall context of job market in Africa, which is also concerned with teaching competences and aspects related to culture and civilization. By contrast, the Master Degree profile is too focused on cultural resources; it would also gain in being extended to management, Human resources and funding.
3.3.3. Makerere University, Uganda

By: Ronald Bisaso

A SHORT REPORT

- Description of the process followed.

This report culminated from several meetings with experts in higher education studies many of whom had a doctoral degree qualification. They had participated in the development of curriculum for the master of higher education at Makerere University. The process involved debriefing sessions on the meaning and activities of Tuning Phase II. This was aimed at providing information on what the objectives of Tuning were and how they relate to the academic processes at the East African School of Higher Education Studies and Development (EASHESD) in Makerere University. Suffice to add, there was an already ongoing academic programmes restructuring process within the university which called for some changes in the academic programmes. In addition, different departments and schools were required to ensure that all academic programmes were consistent with the national benchmarks for postgraduate studies developed and ratified by the National Council for Higher Education in Uganda. Overall, there was review of key documents and reflective conservations drawing on both theoretical and practical knowledge consistent with the mandate of the EASHESD which is: to enhance the human resource, research and institutional capacity building; and support programmes development for higher education systems and institutions in East Africa”.

- Presentation of the degree profile of the University.

The duration of masters programmes in Makerere University is two (2) years offered as Plan A where the candidate is required to write a dissertation or as Plan B where a candidate writes a project. The East African School of Higher Education Studies and Development offers only Plan A to its masters students. The total workload is 120 Credits Units of which 60 Credit Units is for the dissertation. The degree selected for this report and to which the meta profile was compared was the Master of Higher Education which is now at different stages of the approval process before its accreditation.

- Coincidences with the meta-profile (agreed at Subject area level)

As reported in the First General Meeting in Cairo, Makerere University along with her partners; University of KwaZulu-Natal (South Africa), University of Tampere and University of Helsinki (Finland) and Uganda Management Institute had developed a masters programme in higher education that was to be hosted by Makerere University. The programme was still at the institutional approval stage. A closer scrutiny of the meta-profile against the already developed masters in higher education showed a couple of similarities. For instance; several subject level competences were similar. These included; organisation, leadership and management, policies and systems, financial management and funding, human resource management and student affairs. Whereas the nomenclature may not be exactly similar, it is evident that the underlying contents of the prospective courses would not differ much from what is already developed at Makerere University.

- Differences with the meta-profile.

The difference between the meta-profile and the existing programme - the prospective master of higher education - was in the focus on ethical and legal issues in higher education. Obviously, higher education institutions are part of the larger society which is confronted with vices such as corruption. Certainly, given such contexts, there is need to build competences in ethical and This initiative is implemented on behalf of the European and African Union Commissions by:
legal issues so that graduates who work in higher education institutions or higher education are knowledgeable about ethics and law. This is something that the meta profile did not strongly pay attention to. Conversely, where the masters of higher education at Makerere University combined staff and student affairs management as one course, the meta-profile separates the two areas into; human resource management and student affairs. This dimension seems to point to the saliency of the two areas as independent and the possibility of teaching them separately for more incisive content coverage.

People consulted and reflections.

The academic staff (all PhD holders) in the East African School of Higher Education Studies and Development were consulted during School Board meetings and through regular reflections after the First and Second Tuning General Meetings in Cairo and Addis Ababa respectively. Most of these persons were highly knowledgeable about higher education as a field of study. They had contributed to curriculum development of modules for the masters in higher education studies having participated in the training of trainers programme for over six (6) months in the period May 2011-December 2015. This was under an institutional collaboration arrangement with higher education experts from higher education institutions in Finland, South Africa and Uganda. In addition, all reading materials and information circulated during the Tuning General Meetings were shared with members of the School. It has to be noted that the discussions are still ongoing given the recent academic programmes restructuring committee recommendations.

Profile adjustments/Profile suggested for the university.

At the next review of the masters in higher education programme, the course titled: Staff and Student Affairs Management will be revised and written as two separate courses namely: human resource management (staff affairs) and student affairs which will be in line with the Tuning meta profile. This is consistent with the Tuning survey data in which employers had emphasised the need to build competences in human resource management and student affairs given the changing power dynamics in higher education.

Conclusions.

The meta profile for the higher education management programme is consistent with the current discourse on higher education leadership and management. One of the areas that should be perhaps core is ethics and legal issues in higher education which was not found critical by the Higher Education Management Subject Area Group. But, the context of sub-Saharan Africa has been confronted with ethical and moral challenges which have also infiltrated the higher education space. Building competences of prospective students in how to deal with such challenges can be realised through teaching ethics and legal instruments.
3.3.4. Jimma University

Coincidences and Differences MA degree in Educational Leadership (Degree offered at Jimma University) and MA in Higher Education Management (by Tuning Africa Project) Profiles

MA in Educational Leadership is a second degree program at Jimma University. It shares many similar features with the proposed MA degree in HIGHER EDUCATION MANAGEMENT by Tuning Africa Project.

In Tuning Africa Project, competency based approach to curriculum design and program development has been utilized to develop a curriculum to MA degree in Higher Education Management. In the first place, generic competencies were identified by the SAG considering the major activities carried out in higher education and the main purpose of higher educations in Africa. Accordingly, 18 generic and 12 specific competences have been identified. Moreover, consultation has been made with stakeholders such as students, graduates and academics. Then a Meta Profile was prepared for core competences and others important for effective management of Higher Education.

Since the purpose of tuning Africa project is harmonization, it is important to compare the Meta Profile with the MA Program profile at our university to see the extent to which the generic and specific competences coincide and or differ. The results will help to realize the differences, explain the justifications for the differences and prepare for validation and implementation of the program.

Description of the process followed

Procedures recommended in the guide line are strictly followed undertake the comparison. Accordingly, I have chosen the degree offered at my university i.e MA in Educational Leadership which is similar to the tuning Africa project degree and compared its profile with the Meta profile by tuning Africa project (agreed at Second General Meeting, Ethiopia 2016). The profiles of the two degree programs are critically analyzed and compared. Since there was a difference in the approach of designing the programs, I went down to the objectives and course level to see if the competences in tuning Africa were addressed or not. I related the objectives and course contents with the generic and subject area competences to identify the coincidences and the differences. As a result, I learned that there are some generic and subject area competences not well addressed in the degree offered at my university as well as the area not addressed in the Meta profile by tuning which are treaded in degree at Jimma University.

Finally, as indicated in the guide line, I have chosen 4 academics from my university and 2 from the nearby university and discussed with them on the differences to know the possible explanations and justifications. The results are presented in the report.

Program Profile

Educational leadership professionals are expected to demonstrate the following general and specific competences:

- plan, organize, lead and control educational activities at different echelons;
- Utilize/mobilize resources necessary for education sector development;
- Conduct researches and encourage research works in educational institutions
- Assess/evaluate school improvement programs;
- Promote and facilitate school community partnership
- Promote democratic culture in educational institutions;
- Manage diversities and challenges in educational institutions;
- Manage information flows and communication among different stakeholders;
- Supervise and provide direct assistance to teachers; and
- Develop, manage and evaluate projects and programs
- Have theoretical knowledge in managing and leading educational institutions
- Have the skill of motivating and working with stakeholders
- Play the role of facilitating, coordinating and promoting school development.
- Prepare a workable educational plans
- Implement and evaluate educational plans and program

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Coincidences
The Meta Profile by Tuning Africa Project has 5 core competences and 4 related competences. This Meta Profile was constructed based on 18 generic competences and 12 subject area competences. The analysis and comparison revealed that almost all generic competences i.e 16 out of 18 upon which the Meta Profile of Tuning Africa Program was constructed are well addressed by the MA program Jimma University through subject offerings and their respective learning units.
Regarding the comparison with the 12 specific competences identified by Tuning Africa Project, except three, the 9 competences identified have shown significant overlap with the profile of the program at Jimma University.

Differences
Three competences such as higher education systems and policies, funding and financing, academic freedom and autonomy were not adequately addressed by the degree profile at Jimma University. With regard to generic competences, two of the generic competences such as sustainable environmental awareness and economic consciousness; and commitment to preserve and add value to Africa’s identities, diversity and cultural heritage were not addressed in the profile whereas issues related to school improvement program are not addressed in profile of Higher Education Management.
The comparison with specific competences revealed that 3 of the 12 specific competences identified by Tuning Africa Project are not considered in degree profile of my university. The competences not considered are higher education systems and polices, funding and financing, and academic freedom and autonomy.
Generally we can say that more than 85 percent of the generic competence and more than 75 percent of the specific competences coincide with the program in my university and more attention has been given to school related leadership activities and system level considering higher education management as a part and parcel.

People consulted and reflections
Four academic staffs from my university and two from a nearby university which are offering the same degree were selected and made to discussion on the differences identified. The discussion focused on the reasons for the differences. Almost all agreed that the reason for the differences is the focus and the scope. Educational leadership program focuses on general education where as Higher Education Management focuses only on the roles and mandates of Higher Education Institutions. Since, leadership requires understanding of complex nature and climate of the organizations, leadership/management in higher education requires understanding of some issues specific to the nature and complexity of higher education institutions that emanates from their local, national and international mandates. Therefore, it can be concluded that it is natural for leadership/management training programs to take into account the reality and nature of the organizations to be lead or managed.

Profile adjustments/Profile suggested for the university.
Since the target of the two programs is somehow different, to enable the graduates discharge the responsibility of managing higher education as well and fit into the Tuning program, it would be better if the following generic and specific competences agreed upon by Tunning Africa project are incorporated in the profile.

Generic competences
- Sustainable environmental awareness and economic consciousness
- Commitment to preserve and add value to Africa’s identities, diversity and cultural heritage

Subject area competences
- Higher education systems and policies
- Funding and financing
- Academic freedom and autonomy

Conclusions
In conclusion, the comparison made between the Meta profile of the MA in higher education management agreed upon by Tuning Africa project with the MA in Educational Management agreed upon by Tuning Africa project with the MA in Educational
Leadership at Jimma University indicated that there is little difference in the area of generic as well as subject area specific competences. The main reason for the difference was found to be the target and focus where Jimma university degree targets the general education whereas the tuning Africa project targets the higher education. Yet the similarity is much more than the differences may imply that the fundamental knowledge and skills leaders/managers need at all levels are similar and differences arise only due to the nature and complexity as well as the mandates of the various levels and types of institutions.
3.3.5. Alexandria University

Dr. Aly A. Messallam

To complete task two of what agreed upon in the second general meeting (Addis Ababa), six professors directly involved in teaching courses in a regular base in the program, have been selected as a “focus group” to discuss the similarities and differences between the meta-profile and the EMBA program profiles. The following steps have been taken.

1. I explained the main objectives of the Tuning Africa project and indicated what have been achieved in the first two general meetings.

2. I explained the objectives of the focus group, the role of the participants and the expected results.

3. As a group we agreed upon the methodology and the procedures to be followed to bridge the meta-profile and reality. At this point we have two alternatives:
   a. To content analyze the competences in the meta-profile and subjectively discuss the similarities and differences as we see it as a group.
   b. To assign a numerical value that represents the extent to which each competency in the meta-profile exist in the EMBA program. Values range from 1 to 5.

4. The group decided to use the second approach. Accordingly, each participant individually assigned a value to each competency. Then we calculated the average value to each item. We considered a mean value 3 or less is an indicator of the absence of the competency and a mean value more than 3 is an indicator of the existence of the competency.

5. Based on the data analysis we found that the AU EMBA program coincidence with the meta-profile in the following Generic Competences:

   1. Capacity for conceptual thinking, analysis and synthesis
   2. Ability to work professionally with respect to ethical values and commitment to Ubuntu
   3. Ability to translate knowledge into practice
   4. Ability to take relevant and objective decisions, and to propose practical, cost effective solutions to problems
   5. Ability to communicate effectively in official and local languages
   6. Ability to communicate effectively and demonstrate interpersonal skills
   7. Sustainable environmental awareness and economic consciousness in professional decision making.
   8. Ability to manifest self confidence and to exhibit / translate knowledge into practice with an entrepreneurial spirit.

6. The EMBA program is different from the meta-profile in the following Generic Competences:

   1. Capacity for critical thinking, evaluation and self awareness
   2. Capacity to use innovative and appropriate technologies
   3. Ability to learn to learn, and capacity for lifelong learning
   4. Ability to demonstrate flexibility and adaptability to new situations
   5. Self confidence, ability for creative and innovative thinking

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6. Capacity to demonstrate leadership, management and teamwork skills professionally
7. Ability to work in an intra and intercultural and/or international context
8. Ability to take initiatives and work independently
9. Ability to evaluate, review and enhance quality
10. Commitment to preserve and add value to Africa’s identities, diversity and cultural heritage.

7. The AU EMBA program coincidence with the meta-profile in the following HEM Specific Competences:
   1. research and research management: conducting and managing research
   2. legal and ethical issues: act legally and ethically
   3. academic freedom and autonomy: appreciate and respect academic freedom and autonomy
   4. human resource management: manage and develop human resources

8. The EMBA program is different from the meta-profile in the following HEM Specific Competences:
   1. higher education systems and policies: articulate different systems and policies of higher education
   2. dealing with the organizational complexities and dynamics: organize, lead and manage in complex organizational environments
   3. curriculum development, teaching and learning in higher education: develop and deliver curricula
   4. community service, engagement and partnerships: initiate and sustain partnerships with industry and society
   5. funding and financing: mobilize and appropriately allocate funds
   6. student affairs: lead and manage student affairs

Professors consulted are:
1. Dr. Rawia Hassan, Associate Professor
2. Dr. Mohamed A. Azeem, Associate Professor.
3. Dr. Alaa El-Gharabawy, Associate Professor.
4. Dr. Mohamed Abou Khashaba, Assistant Professor
5. Dr. Ashraf Soultan, Assistant Professor.
6. Dr. Ahmed Rashwan, Assistant Professor.

Conclusions:
The EMBA program ignores to a great extent the intellectual skills and creativity. Also, it does not pay much attention to most of the organizing skills and how to raise fund in addition to the community service. In general, the program needs to be redesign to incorporate such important skills.
4. DOCUMENT 2: Staff Development Strategy for Tuning Africa II

I. Staff Development Strategy

Rationale

Africa II is focussed on implementing the curriculum design done in Africa I. This will mean planning real courses in subject teams, stewarding the proposals through institutional systems, and beginning, where possible, actual teaching of the course or programme.

The staff development elements provides active learning activities to assist this process through the provision and co-development of a structured staff development package. This is a hands-on approach to real sustainability through which the power of the project is transferred to the participants and through them to others.

It is an enriched approach to disseminating project outcomes in which participants are enabled to use their experience and provided with tools to develop active learning workshops and to design materials to facilitate staff development activities both face-to-face and online.

The proposed approach will thus further support the scholars in the project and beyond by developing members’ capacity to lead staff development for their colleagues at their HEIs and in the country; a key element of the approach is the involvement of the colleagues as both participants and co-designers/developers.

Outcomes of the staff development approach

- Subject Area group (SAG) members from all participating universities will be offered an opportunity to further develop their experience of and skills in conducting focussed familiarization workshops and presentations on student centred learning; (benefit to participating institutions)
- National and international African bodies will have a larger visible pool of experts on which to draw for further developmental work related to the harmonization processes. (widening pool of expertise in TLA in Africa sustainability)
- All participants will benefit from engagement in and reflection on a wide variety of learning centred activities that can be used in their work; (direct benefit to students and university reform of the curriculum)
- Some participants will have co-designed and co-facilitated workshops; and some coordinators of the online course teams will have co-tutored on-line courses. This will support them in the role of staff developers or mentors for other academics. It will also provide additional elements to sustain the work of the project partly through practical
staff development, and partly through better understanding of the AU Harmonization agenda; *(real sustainability)*

- Participation at all levels in single and multi-disciplinary groups will devolve ownership from the Tuning team to the Tuning participants and their institutions; *(ownership and sustainability)*
- The Tuning methodology itself will have been enriched by the inclusion of a unique innovative element, transferable to other projects *(innovation and transfer)*

These outcomes will help to ensure that Tuning Africa II project helps to build capacity, devolve ownership, provide a stronger base for sustainability, and develop an African framework for structured dissemination.

Previous successful staff development work around sustaining project implementation has included a number of key strategies for success (Carless D 2014 with annotations from the development task force). This proposal can be seen to contain most of these as well as the shift of ownership which Tuning sees as crucial.

1. Achieving the commitment and support of middle management such as Deans and Heads of Department;
2. using a combination of bottom-up and top-down processes;
3. building the project around a series of both traditional academic and ‘scholarship of teaching’ products;
4. utilising prestigious overseas consultants to raise the profile of the project and provide input;
5. collaborating with the educational development units in the university and other national bodies where applicable;
6. producing tangible products such as handbooks, guides etc.;
7. publishing the processes in a research journal.

Current and proposed staff development activities for Tuning Africa II

**On-line courses**

The Tuning Academy has developed a suite of on-line courses as part of its resources provision. The first course was successfully piloted in 2015 with academics in the Tuning MEDA project from three subject areas, one group of whom were located in an African country.

1. **Course 1: Course Design for Outcomes Based Learning in Higher Education**
   This is currently being undertaken by institutional teams from the 5 Subject Area Groups (SAGs) that completed Africa I; it is tutored by Deusto staff, and will be offered to the three later joining SAGs and additional new members of the original SAGs (if this is requested) in October. This second cohort will be tutored by (volunteer) outstanding graduates of the current online course, supported by the course directors.

2. **Course 2: Practical Assessment for Learning**
   This will be offered to the 5 original SAGs from the end of October 2015, tutored by Tuning staff, and to the 3 other SAGs after they have completed Course 1. The latter group will also be tutored by selected volunteers from Africa II who have successfully completed the On-line course 1. They will be supported by the course directors.

3. **Course 3: Teaching for active Learning in Higher Education** *(exact title to be confirmed)*

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This will be offered in the final year of the project. It is envisaged that volunteer African colleagues will collaborate with Tuning staff in the design of this course.

Workshops

Several workshops are proposed, both face-to-face and online, to be conducted at General Meetings and between General Meetings. In addition to those already planned, others may be proposed in the future (in particular we are looking to provide at least one in the Portuguese language).

Stage 1: Third to Fourth General Meetings

At the Third General Meeting (Accra) there will be a face-to-face workshop open to current participants of Tuning Africa II. This will be followed, between the Third and the Fourth General Meetings by workshops organised by participants.

The 5 SAG teams who have done online course 1 will be asked to do a workshop after the Accra Meeting (the teams they have established during Online Course 1 could be the source of co-developers). This practice activity between the two General Meetings will enable others who wish to take a staff developer role in their institutions/countries to be identified. This activity will be voluntary.

The face to face workshop in Accra will comprise a series of focussed learning activities, followed by deconstruction & analysis of the format to provide a template for workshop planning. This procedure makes the method of the workshop clear to the participants, allows for fine-tuning to suit the context, and allows for creative application in their own topics.

The face to face workshop will have a parallel on-line version provided by the Tuning Academy to demonstrate one way of making the material available to a wider audience. African colleagues who specialise in ODL will have a special role in critiquing this.

Between the Third and the Fourth General Meetings the volunteers can either replicate the Accra workshop in their own institutions, or use it as a model and conduct a workshop on a selected range of topics. Participants will be encouraged to make a parallel on-line version which they can share among their subject area colleagues (again a voluntary activity). This introduction of practice in developing on-line workshops potentially extends the reach of participants’ staff development work outside their own institutions.

All participants will be asked to conduct a simple needs analysis (including a description of what staff development opportunities are available); groups who develop a workshop may also prepare a proposal for another workshop on a topic relevant to their context (emailed to the Task Force) before the next General Meeting.

Stage 2: Fourth to Fifth General Meetings

The face-to-face workshop at the Fourth General Meeting will be based on the needs analysis and topics suggested between the Third and Fourth General Meeting. It will consist of a short workshop on a popular theme from recommendations made by participants, and will ideally be conducted by a team of colleagues from the SAGs, (but if not, then by the staff development task force); followed by a second workshop in which two parallel activities can take place: a) colleagues can work together in peer-groups, to critique and improve the proposals prepared since the Third General Meeting; and b) colleagues can review some of the on-line workshops with inputs from the ODL experts within the project group.

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Between the Fourth and Fifth General Meetings, participants will conduct their own workshops both face to face and on-line if they wish, and submit the materials to be used potentially on the website and by others. They will also prepare a poster presentation on aspects of staff development, to be used at the final meeting. During this period volunteers who have achieved outstanding success on the on-line courses will be given the opportunity to co-design the third Tuning course with the course designers from the Tuning Academy. This is seen to be an important opportunity for the visible shift of the locus of control from project managers to project participants.

Stage 3: Fifth General Meeting
In this final General Meeting there will be a summing-up workshop. First part: poster-conference; second part: discussion and ways forward. It is important to allow a period of time for reflection and discussion.

Exchange scheme – actual or virtual
In order to further promote cross-continental collaboration and make full use of existing expertise in the scholarship and practice of university teaching, an exchange scheme will be developed and, if possible, tested during Tuning Africa II at in-country level or inter-country where existing links obtain. It will be based on matching needs to expertise. Those offering expertise in an area of course design, teaching, learning, assessment or programme evaluation can advertise either online or face to face workshops through the Tuning website; those who feel they need further staff development in an area offered can make direct contact. Further discussion about how the scheme can work most effectively, and how to raise funds for it, will take place in Accra with the participants, with the TAPAG, and the Tuning Management Committee. Nevertheless, the development of on-line materials can be linked very closely to this initiative as well.

Developing Resources on the Tuning website
Groups are already working on the development of the website (work until March was reported in Addis). Through workshops and courses and the direct focus of Tuning work it is planned to include a wider range of resources on the web site. It is planned that the workshops and the implementation work of Tuning Africa II will contribute strongly to this. This resource, and other Tuning staff development activities, will be available to academics in Africa as well as all other Tuning project ‘alumni’. Any colleagues from projects who provide materials will have them acknowledged by name unless they prefer not to – this would, of course, include naming the collaborators in the development of the on-line course.

II. Brief Report on Feedback from the first Africa TUNING II On-Line Course
Summary
This report is based on the feedback from 52 of the participants – those who had completed the course within the main time limit [40 others have since completed]. Results were overall very positive and contained some relevant feedback for the course designers and tutors.

The course content and tutorial support gave satisfaction – there were very few negative comments on the content, although some respondents suggested extra content that would suit them.
One major issue was the timing of the course – many felt that it was too extended for the circumstances of working staff. There were in fact a number of teams who did not complete the

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whole course. One solution to this is to provide the course in three parts each of which could be completed sequentially.

There were some organizational issues around the team structure of the course: some asked that everyone should be able to input materials on the Platform, others asked for more face to face interaction. The first of these requests is a pedagogical and a technical point related to the encouragement of team interaction and the numbers of participants. The second point re face to face conferencing at some point in the course, while also technically challenging, can perhaps be included.

Results

The course had 9 ILOs:

1. Practise structured reflection on your teaching, your students' learning, as well as on your own professional development and yourself as a lifelong learner.
2. Develop a working knowledge and shared language about the theories underpinning competence-based learning, and their value for enhancing student learning
3. Consider what competences your students are expected to develop during the degree programme as a whole;
4. Select competences that directly relate to or can best be developed within your course;
5. Write learning outcomes that enable students to develop these competences;
6. Practise sequencing learning outcomes;
7. Compile an archive of teaching techniques, learning activities and assessment methods appropriate for your work;
8. Consider different ways of assessing student achievement of outcomes;
9. Design a proposal for further improving or a course from the point of view of the alignment of teaching, learning and assessment techniques or a proposal for a new competence-based student-centred course;

Participants were asked to rate these on a scale of 1 to 4 (1 low satisfaction).

Results were as follows:

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Comments on the ratings:

ILOs 6 and 7 scored slightly lower than the first 5. Although most participants submitted work that demonstrated their ability to deconstruct competences into ILOs, the sequencing of these is not really something that can be ‘mastered’ in theory only – they have to be done in action in course planning and implementation.
ILO 7 refers to collating a summary of potential teaching, learning and assessment techniques applicable to various ILOs. This exercise did not work as well as intended, largely because it was a collaborative exercise on the platform FORUM, an aspect of the course which did not function very well – feedback was sparse, and commentary even sparser.

ILO 8 is unsurprisingly lower than others since the assessment issue was dealt with briefly in this introductory course – mainly through reading and peer interaction (see previous comment on ILO 7)

ILO 9 refers to the capstone tasks – tough summary exercises in which participants had to a) plan a workshop for colleagues (demonstrating their understanding of the issues), and b) revise an existing course or design a new one within a programme they are working on. Although the tasks within the course all contribute to this final capstone exercise, many participants do not seem to have used the course strategically in order to make these two exercises more readily accessible.

Participants were asked ‘In what other aspects (if any) has (participation in) this course been useful for you?’

Two broad categories emerged: (1) general insights into teaching, learning and assessment; and (2) teamwork and self-development for learning

1/ General insights ranged from comments on useful methods, to deeper comments on how the course had changed their thinking about teaching in HE. Several simply commented on general satisfaction that TUNING II had provided this extra resource. Examples of the deeper comments are:

- “Participation in this course has made me more conscious of my teaching, ensuring that I make it student centred, having established the importance of ILOs before I start teaching a module”
- “It helps in refocusing one’s work, work that we always took for granted”

2/ Eleven commented on the value of the teamwork for their personal development. The course was administered in teams, these needed management by coordinators and also cooperation from the team members. This was not a straightforward enterprise, given that all team members were working full time, and some were dispersed in different locations at times.

- “I gained a lot learning from other members in my team as well as from members of other teams. Learning is indeed collaborative.”
- “I have developed skills of teamwork and collaborative learning (from tutors, my colleagues from my own group and other groups, my own, counted for my professional development”
- “It has made me a better leader”
- “It has improved my team work attitude”

These comments were reinforced in the answers to the general question: ‘What two or three things on the course did you particularly enjoy?’

Many again commented on the great value that working in teams had had for them. Some examples of comments:

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“Working with colleagues on a weekly basis as students, gaining new knowledge in the field of learning and thinking of programmes in terms of graduate profiles (what competences should be developed?)”

“Great interaction with my colleagues experimenting doing tasks alone, technical support, teamwork, competition between the teams.”

“The interactive sessions with team members.”

In a later question about what could be done to improve the course a few dissenting voices were noted, in which the team organization was criticized. These few comments perhaps reflect the closed door mentality of some of us in HE, where there is not either perceived time or culture for discussion in teams. Nevertheless, the course directors are aware of the problems that teamwork can present and have the matter under review – not to eliminate it, but to make the processes more user friendly for all.

“The group classes are not as effective. If it is possible to design per individual participant, its effectiveness will improve”

“I think it will be better if the course is administered on individual basis not group”

“Make room for members of the group to make submissions and interact with faculty staff”

Time and timing were two issues commented on by 15 of the respondents. In general they made the point that the course provided too short a period for working staff. Of course this has to be weighed against the fact that on line courses of longer duration may occasion higher dropout.

“Increase the time limit It was a good course but it needed to be done in more time because it is really part time studies in view of other full time work at the university.”

“There is need to extend the duration of the programme.”

“Targets could be stretched a little like what finally happened”

The range of time that participants spent on the course did not actually vary widely. 46 responded. And the majority of these devoted between 1 and 6 hours a week to the course, which is in line with the expected workload for the course:

<table>
<thead>
<tr>
<th>Time spent per week</th>
<th>1 to 3 hours</th>
<th>4 to 6</th>
<th>7 to 10</th>
<th>More than 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21</td>
<td>16</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Some also commented that TUNING needs to take into account the rhythms of university life – examination times, holidays etc.

Several participants felt the need to have more interaction with other teams and suggested a SKYPE conference halfway through the course as one solution. At the same time others commented that the joint FORUM in the course was under-utilized. This is not actually contradictory, since what they are asking for is more inter-team interaction.
Other questions in the end of course questionnaire were for internal use: they dealt with particular aspects of the value or not of different blocks. This information was taken into account when the course was reviewed for the next cohorts in Africa and elsewhere.

**Numbers**

Out of 47 universities who started the course **18 completed**:

- University of Zimbabwe (team coordinated by Rosemary MOYANA)
- University of the Western Cape (team coordinated by Melanie LUCKAY)
- Université Mohammed Premier (team coordinated by Ahmed ELAMRANI)
- Moi University (team coordinated by Stanley SHITOTE)
- Tanta University (team coordinated by Ragaa ABDELHAKIM)
- Benue State University Makurdi (team coordinated by Emmanuel Edoja ACHOR)
- Suez Canal University (team coordinated by Badr ABDELHADY)
- University of Ilorin (team coordinated by Olubunmi Abayomi OMOTESHO)
- Universidade Eduardo Mondlane (team coordinated by Eugénia Flora Rosa COSSA)
- University of Nigeria, Nsukka (team coordinated by Chijioke Jonathan OLELEWE)
- Egypt-Japan University of Science and Technology (team coordinated by Suzuki MASAAKI)
- University of Swaziland (team coordinated by Henry R. MLOZA BANDA)
- Mogadishu University (team coordinated by Mohamed HASSAN NOOR)
- Université Nangui Abrogoua (team coordinated by Taky Hortense ATTA EPSE DIALLO)
- University of Malawi - The Polytechnic (team coordinated by Moses Chinyama)
- Open University of Tanzania (team coordinated by Honoratha M. K. MUSHI)
- Alexandria University (team coordinated by Alsaeed ALSHAMY)

**5 are working on the final tasks (block 7)**

- Université des Sciences, des Techniques et Technologies de Bamako (team coordinated by Seydou DOUMBIA)
- Kwame Nkrumah University of Science and Technology (Mechanical Engineering team coordinated by Gabriel TAKYI)
- Kwame Nkrumah University of Science and Technology (Civil Engineering team coordinated by Kwaku Amaning ADJEI)
- National Open University of Nigeria (team coordinated by Ibrahim O. SALAWU)
- University of Health Sciences (team coordinated by Abdulfetah Jibriil ARARSO)

**5 others have a very good chances of completing the course**

- Katayala Bwila University (team coordinated by )
- Botho University (team coordinated by Jane Ebele ILOANYA)
- Ahmadu Bello University (team coordinated by Yusuf Dada AMARTEY)
- University of Namibia (team coordinated by Erkkie HAIPINGE)
- Universite de Thies (team coordinated by Fatou Bintou SAR/SARR)

**III. Tuning Online Course No 1**

Course design for outcomes based learning in higher education

**What for?**

---

By the time this booklet went into printing

*This initiative is implemented on behalf of the European and African Union Commissions by:*
To help the implementation process

- **Build teams:** 5++ academics per HE per SAG participate in the on-line Tuning exercise
- **Make a step forward:** focus on individual courses (always within the context of a common degree programme)

Competence developed:

```
Devise or revise an outcomes-based course that forms part of a higher education degree program making sure that it is based on outcomes and focuses on students’ learning and competence development
```

**Intended learning outcomes:**

Upon successful completion of this course, you will be able to:

1. Apply working knowledge and shared language about the theories underpinning competence-based learning, and their value for enhancing student learning when discussing higher education courses/syllabi and curricula.

2. Relate competences which students in your subject area need to develop during the degree programme as a whole with those you can help them develop through your course(s)

3. Write learning outcomes of different levels of complexity for your course(s)

4. Sequence learning outcomes according to their level of complexity and the learning dynamics

5. Compare different teaching techniques, learning activities and assessment methods and select those which can help your students achieve your course ILOs

6. Evaluate the alignment of teaching, learning and assessment techniques at the level of a course; and identify inconsistencies

7. Use structured reflection in order to question, appraise and decide on ways to further enhance your teaching, your students' learning, as well as on your own professional development as a lifelong learner

**Workload:**

6-10 hours of work per each of the first 6 blocks, 10-12 hours of work for Block 7

**Who is eligible?**

Universities of the 3 new SAGs who can form teams of 5-10 academics who (1) work at the department involved in design or revision of a degree programme in the framework of the Tuning Africa II project and (2) commit themselves to completing the course. Additional teams (of academics working at other departments of your university) will be accepted depending on the total demand.

*This initiative is implemented on behalf of the European and African Union Commissions by:*
Important dates:

**By 1 November 2016** – Team members and coordinators should fill in the online course enrolment form [name, surname, university, subject area, passport number (required to be granted access to the online platform), email, role (team member or team coordinator), pre-course self-assessment questionnaire].

**15 November 2016** – Beginning of the course (those registered before 1 November will be given access to the platform several days prior to the course in order to get acquainted with the online platform and the course format, structure and requirements).

**Working mode:**

- Online (interaction with other teams and the course tutors) + Off-line (within institutional teams)
- In institutional teams who meet face-to-face or online to organise their work for each block, complete their individual part of work and then meet again to prepare a common answer
- All team members have access to course materials and discussions, but only one team member (rapporteur) posts or uploads the team responses to the platform

**Assessment**

1) Individual **self-assessment** before and after the course
2) **Peer-assessment** among teams
3) **Tutor support and feedback** for all teams on key course tasks
4) **Tutor assessment** of the team’s final course proposal

**Course structure:**

- **Block 1:** Introduction; the value of reflective practice.
- **Block 2:** Competences in course design for higher education: Generic and Subject Specific.
- **Block 3:** Writing Learning Outcomes.
- **Block 4:** From competences to Intended Learning Outcomes (ILOs): developing competences through sequenced steps.
- **Block 5:** Teaching, learning and assessing learning outcomes.
- **Block 6:** Alignment of ILOs with teaching, learning and assessment activities.
- **Block 7:** Summing up: your presentations.

**IV. Tuning Online Course No 2**

This initiative is implemented on behalf of the European and African Union Commissions by:
Practical assessment FOR learning

What for:

To help with the implementation process
Continue building teams and contributing to the institutional staff development initiatives (5++ academics in each team)
Make a step forward: focus on assessment at the level of individual courses (always within the context of a common degree programme)

Competence developed:
Design and use assessment to promote learning

Intended Learning Outcomes:

By the end of the course you will be able to:

1. Describe your current assessment practices (what you assess and how you assess it) using appropriate vocabulary.
2. Design assessment tasks for your courses at an appropriate level.
3. Develop criteria for success for assessment tasks which are comprehensible to students and other staff.
4. Choose appropriate ways of giving students feedback and feedforward.
5. Collect evidence about your students’ perspectives on assessment
7. Evaluate and organise more effectively staff and student workload in relation to assessment.
8. Develop an assessment plan for an identified ILO
9. Explain the system and practices of assessment within your culture, institution and programme.
10. Evaluate your assessment practices in relation to how effective they are in promoting and assessing student learning.
11. Propose a detailed plan for how and where assessment can be improved in one of your courses.

Workload:

6-10 hours of work per each of the first 6 blocks, 10-12 hours of work for Block 7

Who is eligible?

Universities of the five original SAGs whose teams have completed Tuning Online Course No1

Important dates:

By 15 November 2016 – All interested universities should fill out the online enrolment form
1 December 2016 – Beginning of the course

Course structure:

7 blocks in total, divided into 3 parts

This initiative is implemented on behalf of the European and African Union Commissions by:
✓ Part 1 – Block 1 - Block 3:
  o Describe your current assessment practices (what you assess and how you assess it) using appropriate vocabulary;
  o Evaluate your assessment practices in relation to how effective they are in promoting and assessing student learning;
  o Design assessment tasks for your courses at an appropriate level.
  o Develop criteria for success for assessment tasks which are comprehensible to students and other staff

✓ Part 2 – Block 4 – Block 6
  o Choose appropriate ways of giving students feedback and feedforward.
  o Collect evidence about your students’ perspectives on assessment
  o Encourage the development of your students’ assessment literacy for current and life - long learning
  o Evaluate and organise more effectively staff and student workload in relation to assessment.

✓ Part 3 – Block 7
  o Develop an assessment plan for an identified ILO
  o Explain the system and practices of assessment within your culture, institution and programme
  o Propose a detailed plan for how and where assessment can be improved in one of your courses

Working mode:

- Online (interaction with other teams and the course tutors) + Off-line (within institutional teams)
- In institutional teams who meet face-to-face or online to organise their work for each block, complete their individual part of work and then meet again to prepare a common answer
- All team members have access to course materials and discussions, but only one team member (rapporteur) posts or uploads the team responses to the platform

Assessment

1) Individual **self-assessment** before and after the course  
2) **Peer-assessment** among teams  
3) Tutor support and feedback for all teams on key course tasks  
4) **Peer-assessment among teams, self-assessment within teams and tutor assessment** of the team’s final course task

V. Workshop Outline (5 original SAGs, Day 2, morning)

**Part One: Workshop on the scholarship of teaching, learning and assessment: active learning through lectures.**

Part one comprises a hands on workshop in which you will be real participants. The workshop focuses on developing active learning activities that can enrich the learning opportunities you offer to your students during lectures. Not all of us learn in the same way, and providing a
variety of short activities can enable all students to have access to their stronger preferences for learning style.

This session will be group based, in non- subject specific groups of 6 or 7. After the morning session, we shall email to all of you a very complete set of notes covering everything we do this morning, plus references that we perceive as useful for those who wish to read more background.

**Part Two: Workshop on designing interactive workshops**

In Part Two we shall deconstruct the Part One workshop and develop an initial set of guidelines for workshop planning. This document will be circulated by email immediately after the workshop so that you can use it in the SAG working groups.

NB If you have joined Tuning for the first time today, for example if you have come to stand in for a colleague, please send an email saying you are a new participant to Maria Yarosh at mariayarosh@deusto.es (so that you can also receive the workshop materials by email)

**VI. Staff Development Session (5 original SAGs, Day 2, 14.00-16.00)**

*14.00 – 18.00 Subject area groups have two main tasks for the afternoon. First, to explore the potential that institutions can offer with regard to staff development workshops, and to consider their staff development needs. Second, groups will return to their new and revised programme plans, developed prior to this meeting, and discuss key issues.*

*14.00 – 16.00 Staff Development*

**Introduction:**

The Tuning Africa projects offer opportunities for the SAG members to work together on plans to reform higher education in line with the African Union Strategy of Harmonization. The number of those directly involved is necessarily limited, but this does not mean that the valuable work being done is limited to this small group. In Tuning Africa I many SAG members did important work disseminating the information about the project and harmonization. It is expected that such initiatives will continue for Tuning Africa II, this time aiming to increase capacity building. With the Tuning Online course One some SAG members have already started capacity building within their own institutions through the development of teams working on the basic concepts in the Tuning methodology.

An effective tool for capacity building is the interactive workshop where participants are both informed, exchange experience and try out new ideas or techniques. Workshops are compact and can be developed to address very particular needs.

This is where individual and SAG level expertise puts you in the best position to help. You can identify local needs and you are also the best people to make judgements about how to address these.

At the same time, Tuning can offer back up in the form of workshop development, such as we are doing today, guidelines, space in forthcoming meetings, and collegial support from the staff development team.

*This initiative is implemented on behalf of the European and African Union Commissions by:*
Outputs:

- A map of what staff development each member already has in place
- A list of institutional strengths/potential offers
- A list of key needs by institution
- Suggested plans for how institutional needs can be confirmed after the meeting
- A list of the support needed in order to prepare and deliver a workshop
- An outline plan for a workshop

Task one: FILL IN TEMPLATE 30 mins

1) Individuals complete the template (see “Template for Day 2 14.00-16.00 session” below)
2) The whole group brainstorms how to find out an accurate picture of
   a. institutional needs for staff development (column four in the template)
   b. what workshop topics can be offered by the institutions in the SAG (column 3)

The Coordinator then fills in a common electronic version of the template on laptop and sends it by email to all SAG members. SAG members are requested to send their updated templates to the coordinator by 15 November 2016, who will then forward a collated template to all members and to Maria Yarosh (mariayarosh@deusto.es) and Arlene Gilpin (arlene.gilpin@deusto.es).

Task 2 Start planning a workshop – 1 hour

1) The SAG members select one common topic from those needs identified in task 1
2) They then split into small groups (up to 4 people) and, using the “Checklist for Workshop Planning”, each group plans an outline for a 2 hour workshop on the agreed topic
3) Groups briefly present their plans (there will be four or five, depending on the number of the SAG members)
4) The SAG discusses the plans, checking that all elements are present from the guidelines
5) Members list any questions or doubts that have arisen, and what support would be needed to carry out a workshop

Task 3 – 10 minutes

SAG members make a (voluntary) commitment to either replicate the workshop from the morning or work with the one just planned. You may also plan a workshop on another topic if either of these are inappropriate for your context.

The coordinator records your decision, collects plans and questions and doubts (Task 2 outputs) and sends these to Arlene Gilpin (arlene.gilpin@deusto.es) and Maria Yarosh (mariayarosh@deusto.es), who will provide feedback.

VII. Template for Day 2 14.00-16.00 session

| Name of Institution | Staff development already available | Strengths [If you were asked to provide a workshop for] | Needs [What areas of teaching learning and |
VIII. Checklist for Workshop Planning

Some questions to help to evaluate your workshop plan

1. Have you obtained some background information about the group and their working environment? (in the case of your own department this may or may not be essential)
2. Have you stated clearly what the intended outcomes or outputs are so that participants will know what they can get out of the workshop?
3. Have you checked that these are appropriate for the needs of the group at the moment?
4. Do your activities reflect all four aspects of Kolb’s learning cycle, giving opportunities for doing, reflecting, learning and using information, and planning for action?

<table>
<thead>
<tr>
<th>already provide for staff development?</th>
<th>colleagues where does your expertise lie in Teaching, Learning Assessment?</th>
<th>assessment do you think you and your colleagues would like to have a workshop on?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experience:  
Do something

Plan:  
Bearing in mind your conclusions

Reflect:  
Think about what you did

Conceptualise:  
Make generalisations

Simplified diagram of Kolb’s cycle of learning

5. Is the balance between ‘information giving’ and ‘experiential or experimental’ (doing) activities appropriate for the topic?
6. Have you planned for a variety of information giving activities?

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7. Have you planned for a variety of experiential or experimental activities?
8. Have you planned for a variety of interaction patterns – plenary/individual/pairs/groups etc?
9. Have you included a planning activity in which participants think about how they can implement what they have learnt together?
10. Is the planning activity designed to elicit a concrete plan for implementation?
11. Have you allowed time – and do you have a plan – for giving feedback at necessary points in the workshop?
12. Is the feedback only given by you, or is there peer feedback as well?
13. Have you thought about how you will obtain feedback from the participants about their experience of the workshop?
14. Have you included the opportunity for the participants to reflect on their own learning experience as well as sharing reactions to the workshop?
15. Have you included opportunities where you can ask participants to help in the tasks, e.g. as note takers, observers, providers of information, etc?
16. Have you checked the wording of instructions, questions, questionnaires etc etc with a colleague (or two) to make sure they are clear?

Other questions relevant to you to be added by the SAG members during the afternoon workshop…

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5. DOCUMENT 3: State of the Art of Credit in the African Higher Education System

1. Introduction

One of the challenges facing African higher educational system is the difficulty in transferring part or whole of a study from one region to the other or from one institution to another. This is because there is no reliable tool for measuring student achievement in a transparent way and there is no defined system which allows for adequate recognition of degree between 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 program – objectives which are specified in terms of the learning outcomes and competences to be acquired – and not just through lecture hours. It makes study programs 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 partial period of study is recognized both between universities and 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 different meanings and different applications. There is need to recognize and understand the different types of Credits systems being used in different parts of Africa.

This study was carried out to find out the different types of credit systems in African countries. It is hoped that this will make comparability and transferability of period of studies in the continent possible. This process will promote comparability of degrees, diploma and certificates and will help in the development of the African higher education space as well as promote mobility of staff and students in Africa.

2. Methodology

This study was carried out through a questionnaire systems distributed to country participants in the Tuning Africa Phase 2 program. Country participants with an average of 4 institutional membership in each country were requested to complete some questionnaires and clarify their completion with their national regulatory agencies or the Ministry of Education officials in their countries where the former does not exist. Responses were received from 35 of Africa, as in Table 1. The analysis of the various country reports constitute the focus of this presentation.

3. Results

3.1 Status of Regulatory Agencies in African countries

Among the 35 countries covered in this survey, twenty five 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.
In southern Africa, there are well established quality assurance regulatory agencies in Botswana, Lesotho, Mozambique, Namibia and South Africa. The Ministry of education currently carry out regulatory functions for higher education in Angola, Madagascar, Malawi and Mauritius. All the southern African countries under this study have credit systems, except Angola.

In East Africa, Djibouti and Somalia have no national QA 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, Mali, and Senegal. Regulatory agencies in Cape Verde, Mali and Nigeria 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. Zimbabwe has a national Quality Assurance Regulatory Agency for higher education.

The number of countries with national higher education regulatory agencies has increased since the report of Materu (2006) on the same subject.

### 3.2 Existence of Credit System

This initiative is implemented on behalf of the European and African Union Commissions by:
In North Africa, all the five countries under this study are committed to the LMD programs, and credit systems operates in their higher education institutions. However, not all the Universities in the five countries employ the Credit system. Some Universities are still using the old British system.

In southern Africa, only Angola has no Credit system. All the other 8 countries have one form of Credit system or the other. All universities in Madagascar, Mauritius, Namibia and South Africa practice the Credit system. As in the case of the North African countries, not all universities in Botswana, Lesotho, Malawi, Mozambique and Swaziland currently operate the Credit system.

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

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

In Central Africa, Credit system started in Cameroon in 2007 and has just been introduced in Zimbabwe in 2016. The Democratic Republic of Congo (DRC) has no Credit system. Most universities in Cameroon operate the LMD while not all universities in DRC and Zimbabwe operate the Credit system. LMD is at Pilot phase in University of Lumumbashi (DRC). In Zimbabwe, 15 Universities have committed to change from Course Unit System to Credit system. CAMES Document on LMD reforms available in Cameroon.

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

3.3 How Credit is measured

Generally, the process of accreditation includes peer reviews, site visits and a report to judge 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 case, both the staff contact hours and the time taken for the students to carry out independent studies are taken into consideration. But in Tunisia, Credit is measured on the quality of the curriculum and quality assurance of institutions.

In southern Africa, most of the countries use the Notional hours including contact time, structured learning, workplace earning, assessment, and self-study (1 credit=10 notional hours). However, in Mauritius, Credit is based on Staff contact hours (1 credit unit = I hour of lectures or 3 hrs. practical or I hr tutorial for 15 weeks).

In many countries of East Africa, Contact Hours and Independent work of students are employed in determining the 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 fifteen week semester term.

Similarly, contact hours is used to measure credit in Central Africa. There are few universities using both the contact hours and the students learning hours in the calculation of credits.
3.4 Value of Credit in different programs

Credit does not have the same value in all the countries and regions as shown in Table 2. One credit load is made up of 20 to 25 hours of teaching and learning hours. In some other institutions, 1 hour of teaching over a period of 15-16 hours or practical classes of 2 – 3 hours over a semester made up of 15-16 weeks.

Table 2: Values of One Unit in different Regions

<table>
<thead>
<tr>
<th>Type of Credit System</th>
<th>Value of One Credit Unit Course</th>
<th>Region Where Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours Teacher’s Work-load.</td>
<td>1 hr. of lecture over 15 weeks</td>
<td>Northern Africa, West</td>
</tr>
<tr>
<td></td>
<td>2 hrs of Practical over 15 weeks</td>
<td>Northern Africa</td>
</tr>
<tr>
<td></td>
<td>20-25 teaching and learning hours</td>
<td>Northern Africa</td>
</tr>
<tr>
<td></td>
<td>3 hours of Practical for 15 weeks</td>
<td>Western Africa</td>
</tr>
<tr>
<td></td>
<td>1 hour of Tutorials for 15 weeks</td>
<td>Western Africa, Northern Africa</td>
</tr>
<tr>
<td>Learners’ Centred</td>
<td>10 hours of notional hours made up of including contact time, structured learning, workplace earning, assessment, and self-study.</td>
<td>Southern Africa, Eastern Africa</td>
</tr>
<tr>
<td></td>
<td>15- 18 hours of notional hours made up of including contact time, structured learning, workplace earning, assessment, and self-study.</td>
<td>East Africa</td>
</tr>
<tr>
<td></td>
<td>15 hours Lectures + 10 hours of independent work</td>
<td>East Africa</td>
</tr>
</tbody>
</table>

In many countries in southern Africa, credit is calculated using Notional hours including contact time, structured learning, workplace earning, assessment, and self-study (1 credit=10 notional hours).

In Eastern and Central Africa, Contact Hours and Independent work of students are employed in determining the value of credits. (a) 1 unit=10 notional hours) (b) 1 credit=15-18 contact hours or students workload (c) 1 Unit = 15 hrs Lectures + 10 Hrs. Independent work.

In many countries of West Africa, contact hour is used in determining credit. Some of the features include: (a) 1 credit = 1 contact hour or 3 hours of practical or 1 hour of Tutorial per week for 15 weeks (b) 1 credit=20 hours

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

<table>
<thead>
<tr>
<th>Region</th>
<th>Credit Points Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>30- 60 units</td>
</tr>
<tr>
<td>South</td>
<td>18-60 units</td>
</tr>
<tr>
<td>East</td>
<td>36-60 units</td>
</tr>
</tbody>
</table>

This initiative is implemented on behalf of the European and African Union Commissions by:
The credit load for the various programs are different among the regions as shown in Table 4.

**Table 4 : Credit Loads for Different Programs**

<table>
<thead>
<tr>
<th>Region</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern</td>
<td>120-180</td>
<td>36 units or 130-136 units</td>
<td>No information provided</td>
</tr>
<tr>
<td>Southern</td>
<td>60, 100, 120 credits</td>
<td>60, 120, 180</td>
<td>120, 360, 480 credit</td>
</tr>
<tr>
<td>East</td>
<td>In Burundi, 180 (But 420 for Medicine and 240 for Engineering)</td>
<td>120-136. 360</td>
<td></td>
</tr>
<tr>
<td>West</td>
<td>180-360</td>
<td>36 - 180</td>
<td>120</td>
</tr>
<tr>
<td>Central</td>
<td>108 - 180</td>
<td>120</td>
<td>300</td>
</tr>
</tbody>
</table>

4. Discussion

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

- Credit system has been known in the African Higher Educational system for many years.
- Credit system development is differentiated depending on a country’s level of development. Some countries in Africa have not developed their credit system.
- African universities consider credit as a measure of measuring the load of the teacher rather than as an expression of the volume of learning based on defined learning outcomes and associated workload.
- In many African institutions, credit is measured based on the contact time with the teacher.
- Credit does not have the same value in all the countries and regions (Anglo-phone and Franco-phone credit systems differ)
- There is currently no credit transfer system among institutions in Africa
- The load of credit is not comparable among the institutions in Africa

5. Recommendations

- There is need to have a common agreement on the definition and value of credit in the African higher educational system in order to promote transferability and comparability.
- There is need for agreement on the Workload of a credit unit
- There is need to agree on number of credit units for each year and for the different programs (i.e. Bachelors, Masters and Doctorate)
- There is need for a harmonized continental credit system that balances Anglo-phone and Franco-phone countries.
National qualifications framework may become regional frameworks to promote comparability of degrees in Africa and cross-border mobility of students and skilled workers, peer reviewers and external examiners across regions. From the RECs, the continental credit system can easily be drawn.

6. References


South African Qualification Framework (2014) Policy for credit accumulation and transfer within the national qualification framework. Pg. 4
6. DOCUMENT 4: Consultation Process

Survey on STUDENTS WORKLOAD

Proposal for PARTICIPATING UNIVERSITIES

At the Second General Meeting of the project held in Ethiopia, a strategy was defined for estimating student workload through a questionnaire survey.

A) WHAT TO CONSULT ABOUT?

The survey aims to estimate the real hours of work needed by a student to pass the unit/course/module from the point of view of both academics and students. This requires that each Subject Area Group chooses the same SEMESTER in an Undergraduate DEGREE PROGRAMME.

For example: Bachelor in Agricultural Sciences from the University XYZ is structured in 6 semesters (3 years duration). The survey will be conducted with reference to the fifth semester of studies.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course/Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1st</td>
<td>Agricultural Chemistry and Soil Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Animal Production: Principles and Techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agronomy and Horticultural Crop Production</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applied Economics, Extension and Systems</td>
</tr>
<tr>
<td>2</td>
<td>2nd</td>
<td>Microbiology and Genetics I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agronometeorology and Climate Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Engineering and Applications</td>
</tr>
<tr>
<td>3</td>
<td>3rd</td>
<td>Statistical Methods for Agricultural Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biochemistry and Biotechnology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pests, Diseases and Weeds Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Animal Production and Science I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Botany and Crop Physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scientific Communication Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Microbiology and Genetics II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course/Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5th</td>
<td>Crop Production Technologies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Postharvest Management and Agricultural Produce Processing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Management and Marketing</td>
</tr>
</tbody>
</table>

The semester marked in red is the academic period selected to implement the survey. In such semester according to this programme (used only as an example) there are 4 units/courses/modules:

This initiative is implemented on behalf of the European and African Union Commissions by:
The survey will be conducted for EACH UNIT/COURSE/MODULE. All the academics who have taught the 4 units/courses/modules in the semester will be surveyed. Some students who have taken and passed any or all of the four units/courses/modules will also be surveyed.

B) WHO TO CONSULT?

The subjects of study are the academics and students of ALL units/courses/modules in the selected semester.

Every participating university of the Tuning Africa project will conduct surveys to:

1) Academics who have taught these units/courses/modules in the chosen semester (main academics of the unit/course/module, teaching assistants, etc.).

2) Students who have passed the unit/course/module for which they will be surveyed. It is desirable that the student sample is composed of an equal number of students who have obtained very good grades, medium grades and low grades.

C) HOW MANY TO CONSULT?

1) Academics: ALL teachers who have taught the units/courses/modules that are included in the selected semester must be surveyed.

2) Students: 12 students who have passed each of the units/courses/modules included in the selected semester must be surveyed (where there are fewer students who passed the unit/course/course, the total number who have passed will be surveyed).

For example, in Bachelor in Agricultural Sciences quoted above, at least 40 students should be surveyed in total and at least 4 academics. As the survey is conducted PER UNIT/COURSE/MODULE, it may be that one student who, having passed more than one of the units/courses/modules is included in several surveys.
D) WHAT FORMAT TO USE FOR THE CONSULTATION?

The survey will be conducted for each unit/course/module, both for students and academics. Annex I is the questionnaire for academics and Annex II is the questionnaire for students. The questionnaires consist of 6/7 questions. The questionnaires will be answered on paper and will be managed by the representative of the University in the Tuning Africa project.

E) HOW TO CARRY OUT THE CONSULTATION?

There are 3 steps to follow in relation to the consultation:

1) Preparation of the consultation

Each University participating in each subject area must send to the project manager (María Ortiz Coronado) the following information:

1. **Name of the Programme in which the study will be conducted**: (e.g. Bachelor of Education.)
2. **Duration of the Programme in years**: (e.g. 4 years.)
3. **Chosen Semester**: (e.g. 5th semester.)
4. **Name of the Units/Courses/Modules covered in that period**: e.g.
   i. **Unit/Course/Module a**: (e.g. Crop Production Technologies.)
   ii. **Unit/Course/Module b**: (e.g. Postharvest Management and Agricultural Produce Processing.)
   iii. **Unit/Course/Module c**: (e.g. Project I.)
   iv. **Unit/Course/Module d**: (e.g. Agricultural Management and Marketing.)
   v. **Unit/Course/Module …

5. **Number of calendar weeks in the semester**
6. **Academic hour in your university is** ___________ minutes.
7. **Number of credits per year (if applicable)** 
8. **Number of hours per credit (if applicable)**

This information should be sent before 30 March 2016.

Questionnaires will be available on a Web site and access will be possible with a user code that will be supplied. Thus, each of the participating universities in each subject area will have a code to access the questionnaires for students as well as a code to access the questionnaires for academics.

2) Conducting the surveys

In each participating University the subject area should identify the academics and students undertaking the survey. Students and academics should be convened to briefly explain the purpose of the survey. The questionnaire should then be distributed in printed form, and completed during the meeting. This procedure facilitates the collection of information, since in a short session the explanatory talk and data collection can easily be performed.

*This initiative is implemented on behalf of the European and African Union Commissions by:*
3) Loading surveys in the On-line application

The completed questionnaires on paper must be loaded into the on-line application. The Tuning representative in the subject area or an appointed administrative assistant at each University must enter the data from each questionnaire on the website. There will be some funding available for this work. **No printed questionnaires should be sent to the project coordination as everything will be entered in an on-line form.**

The data must be uploaded by **30 August 2016**. From that date on the information that has not been loaded into the Online Consultation will not be taken into account for the analysis.

F. WHAT IS THE WORK SCHEDULE FOR PARTICIPATING UNIVERSITIES?

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/03/2016</td>
<td>Delivery by participating universities of the information on the academic period and subjects to be considered in the survey.</td>
</tr>
<tr>
<td>30/04/2016</td>
<td>Start of the survey process.</td>
</tr>
<tr>
<td>30/08/2016</td>
<td>End of survey process.</td>
</tr>
</tbody>
</table>

With all the information gathered, the project coordination will create the report, including statistical tables and charts that will be discussed at the Third General Meeting in October 2016.
Dear Colleague,

This study is part of the Tuning Africa II project. We are conducting a survey to estimate the workload of students by collecting information from ACADEMICS and STUDENTS. Please fill out the form and answer the questions in the unit/course/module which was taught by you during the last academic year. The collected data will be totally anonymous and confidential.

The project Tuning Africa II appreciates your collaboration in providing us with this information.

Instructions for completion:

Each University has informed Points 1-9 by 30 March 2016. You are invited to respond to the items 10-15. Please underline or circle one answer ("Yes" or "No"), if answer is "Yes" please specify the amount of time.

1. Subject area: _________________________________________________________
2. University: _________________________________________________________
3. Programme: _________________________________________________________
4. Semester/year
5. Unit/Course/Module _____________________________________________
6. Number of calendar weeks in the semester __________
7. Academic hour in your university is ______ minutes.
8. Number of credits per year (if applicable) __________
9. Number of hours per credit (if applicable) __________

10. How many CONTACT HOURS\(^5\) in total are there in your unit/course/module during the SEMESTER? ........ hours

11. From the list below, specify the types of INDEPENDENT WORK you require in the unit/course/module during the SEMESTER. Enter the estimated number of hours which, in your opinion, the student should spend in order to complete the independent study in the unit/course/module.

   a. Reading materials (including internet search)  
      Yes, ... hours  No
   b. Fieldwork (site visits, etc.)  
      Yes, ... hours  No
   c. Laboratory work (not counting in contact hours)  
      Yes, ... hours  No
   d. Preparation of assignments (essays, reports, design work, modelling, interviews, presentations, etc.)  
      Yes, ... hours  No
   e. Preparation and follow-up work for scheduled classes  
   f. Preparation for assessment, final examinations, tests, etc. (summative assessment).  

\(^4\)Only in case semesters are not equal in duration or in case of a trimester system you are asked to respond to this item for a full academic year.

\(^5\)Contact hours represent the amount of time spent on face to face teaching in a particular unit/course/module (including lectures, seminars, clinical practices, supervised labs, project work and field work) as well as on-line interaction in the framework of a learning module and personal counselling.

This initiative is implemented on behalf of the European and African Union Commissions by:
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>g.</td>
<td>Other (specify):</td>
<td>.......... hours</td>
</tr>
<tr>
<td>12.</td>
<td>How many hours does an AVERAGE student need to complete all the requirements of your unit/course/module in this SEMESTER (taking into account CONTACT HOURS and INDEPENDENT WORK)?</td>
<td>.......... hours</td>
</tr>
<tr>
<td>13.</td>
<td>How many hours does an AVERAGE student need to complete all the requirements of your unit/course/module per WEEK (taking into account CONTACT HOURS and INDEPENDENT WORK)?</td>
<td>.......... hours</td>
</tr>
<tr>
<td>14.</td>
<td>When planning your unit/course/module, did you estimate the hours students will have to spend on independent work?</td>
<td>Yes</td>
</tr>
<tr>
<td>15.</td>
<td>Did you take students’ expectations into consideration when planning the workload for your course?</td>
<td>Yes</td>
</tr>
<tr>
<td>16.</td>
<td>Did you take students’ feedback into consideration when planning the workload for your course?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Thank you for participating in the survey.
Annex II

Questionnaire for Students

Dear,

This study is part of the Tuning Africa II project. We are conducting a survey to estimate the actual workload of students by collecting information from ACADEMICS and STUDENTS. Please fill out the form and answer the questions in the unit/course/module that you have studied, finalized and passed in the last academic year. The data collected will be totally anonymous and confidential.

The project Tuning Africa II appreciates your collaboration in providing us with this information.

Instructions for completion:

Points 1-9 are pre-filled by the university staff. You need to respond to the items 10-15. Please underline or circle one answer ("Yes" or "No"); if answer is "Yes" please specify the amount of time.

1. Subject area: ________________________________________________________________
2. University: ________________________________________________________________
3. Programme: _______________________________________________________________
4. Semester/year
5. Unit/Course/Module __________________________________________________________
6. Number of calendar weeks in the semester ________________________________
7. Academic hour in your university is ______ minutes.
8. Number of credits per year (if applicable)________________________
9. Number of hours per credit (if applicable)________________________

10. How many CONTACT HOURS in total were you given to study this unit/course/module during the SEMESTER?
    ________ hours

11. Using the list below, specify the types of INDEPENDENT WORK you used in the unit/course/module during the SEMESTER. Under g. add any other ways of learning that you use that are not included here. Enter the estimated number of hours that you needed to complete the independent work on unit/course/module.
    ________ hours

a. Reading materials (including internet search) Yes, ... hours No
b. Fieldwork (site visits, etc.) Yes, ... hours No
c. Laboratory work (not counting in contact hours) Yes, ... hours No
d. Preparation of assignments (essays, reports, design work, modelling, interviews, presentations, etc.) Yes, ... hours No

---

6 Only in case semesters are not equal in duration or in case of a trimester system you are asked to respond to this item for a full academic year.

7 Contact hours represent the amount of time spent on face to face teaching in a particular unit/course/module, (including lectures, seminars, clinical practices, supervised labs, project work and field work) as well as on-line interaction in the framework of a learning module and personal counselling.

This initiative is implemented on behalf of the European and African Union Commissions by:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes, ... hours</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.</td>
<td>Preparation and follow-up work for scheduled classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Preparing for assessment final examinations, tests, etc. (summative assessment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Other (specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>How many hours did you spend in the SEMESTER to complete all the requirements of this unit/course/module (taking into account CONTACT HOURS and INDEPENDENT WORK)?</td>
<td>.......... hours</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>How many hours per WEEK did you spend (both CONTACT HOURS AND INDEPENDENT WORK) to complete all the requirements of this unit/course/module?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>At the beginning of the unit/course/module, were you informed about the number of hours planned for independent work?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>15.</td>
<td>Were you given the opportunity to provide feedback about the workload in this unit/course/module?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Thank you for participating in the survey.
7. DOCUMENT 5: Results of consultation on Student Workload in Africa

1. Data editing, cleaning & checking and consistency

The raw database went through the standard process of editing, cleaning and checking for extreme, invalid or inconsistent values.

Given the nature of the survey, where individuals were asked to give rough estimates referred to the number of hours devoted to different academic activities within different time periods (semester, week), some inconsistencies and errors were to be expected. At the same time, and as it happens in many surveys, some questions were left unanswered sometimes or individuals assigned values which could be considered as inconsistent.

The process of data checking/cleaning was performed on each of the variables separately. Careful analysis was carried out observing the distribution of different variables to decide what could be considered as inconsistent within each variable based on the analysis of outliers. As it could be expected, the number of outliers was higher among students than among academics.

2. Calculating results

Results are displayed according to areas and regions always divided into academics and students. The methodology implies that in order to include a given academic institution in the final results, at least one value was requested for all courses constituting one given semester.

Table 1: Distribution of countries per region

<table>
<thead>
<tr>
<th>Region</th>
<th>Countries covered by the Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern</td>
<td>Algeria, Egypt, Libya, Morocco, Mauritania, Tunisia</td>
</tr>
<tr>
<td>Southern</td>
<td>Angola, Botswana, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Swaziland, South Africa, Zambia, Zimbabwe</td>
</tr>
<tr>
<td>East</td>
<td>Djibouti, Ethiopia, Kenya, Mauritius, Rwanda, Somalia, Sudan, Tanzania, Uganda, Eritrea, South Sudan</td>
</tr>
<tr>
<td>West</td>
<td>Benin, Burkina Faso, Cape Verde, Cote d'Ivoire, Ghana, Mali, Nigeria, Senegal</td>
</tr>
<tr>
<td>Central</td>
<td>Burundi, Cameroon, Democratic Republic of Congo</td>
</tr>
</tbody>
</table>