



Wasaaradda Waxbarashada, Hiddaha Iyo Tacliinta Sare
وزارة التربية، والثقافة والتعلم العالي
Ministry of Education, Culture and Higher Education



Project “Support to the implementation of the African Continental
Qualifications Framework (ACQF-II)”

www.acqf.africa

The Somalia Credit Accumulation and Transfer System – Policy and Guidelines (The SCATS)

ACQF-II – Output 2.1

Draft 2.0

30/12/2024

Drafted by: James Mwewa
Reviewed by: Eduarda Castel-Branco

PREAMBLE

The Government of Somalia and key stakeholders are committed to developing a contextualised and relevant, comprehensive and inclusive National Qualifications Framework (NQF) of all levels and types of qualifications, complemented by the two important related policies: Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer System (CATS). This policy and guidelines document is focused on Somalia's CATS.

The Ministry of Education, Culture, and Higher Education (MoECHE) coordinates and leads the activities concerning the development of the NQF and related policies, and works with ministries, and national and international partners to stimulate a collaborative, holistic and synergistic approach. In July 2024, the MoECHE presented its roadmap for developing, consulting and implementing the NQF, RPL, CATS and catalogue of qualifications. In recent years, Somalia has supported and implemented activities related to reforming the education and training system, aimed at strengthening the quality and adaptability of the country's human resources, contributing to socio-economic development, employability, equity, social inclusion, and digital and green transformations. Thus, the development of the Somalia Credit Accumulation and Transfer System – Policy and Guidelines (SCATS) is a positive step towards the realisation of the goals and objectives of the reform process. Further, the SCATS builds on its comprehensive NQF, and therefore also, on its RPL policy.

The SCATS has been prepared based on resolutions and information collected during the consultation and planning workshop co-organised by ACQF-II and GIZ from 8th to 10th November 2024 in Nairobi, Kenya. Particular attention was also paid to the country's developmental and education related aspirations as espoused in the National Curriculum Framework (2017), National Education Policy (2020), Somalia National Development Plan (2020–2024), General Education Act (2021), National Alternative Basic Education (ABE), Policy and Curriculum Framework (2021), Policies for Teachers/ Teacher Policy (2021), National Accelerated Basic Education Policy and Curriculum Framework (2021), Quality Assurance Framework (2021) and Education Sector Strategic Plan (ESSP) (2022–2026), among other national blueprints.

This document comprises two parts; Part 1 – Policy and Part 2 – Guidelines. The two parts are then segmented into chapters and key topics to be covered under each chapter. In some chapters, topics are further particularised into thematic sub-topics.

EXECUTIVE SUMMARY

The vision that guides education in Somalia is, “fulfil the right of every Somali to Education and build an adequate well educated, better skilled and competent workforce that contributes to the spiritual, economic and human development of the Nation”. Further, the mission statement is “To ensure equitable access to inclusive, lifelong quality education and training for all Somali citizens through sustainable implementation and resourcing of a comprehensive education policy and strategic plan” (MoECHE – F. A. Saman, 2020). Hence, the foregoing national aspirations call for a credit accumulation and system that will place mobility, progression and lifelong learning at the core of Somalia’s education and training system.

In view of the foregoing, and considering the importance of a credit accumulation and transfer system (CATS) in the context of internationalization of education, mobility of learners, a rise of micro-credentials, recognition of learning periods and qualifications, lifelong flexible pathways for learning and the increasing demand for recognition of learning achieved via non-formal and informal learning contexts, MoECHE, working in close collaboration with other stakeholders, is focused on and committed to developing a functional and coherent national CATS, encompassing all forms of learning and aligned with international good practice.

The SCATS will provide a common understanding and unified framework for the implementation of credit accumulation and transfer across all education and training sectors, as well as for the designing and quality assurance of learning programmes in Somalia. The NQF, CATS and RPL are now seen as key, interconnected components of a country’s education and training system. Thus, the SCATS will be implemented side-by-side with the NQF and RPL policies to facilitate seamless recognition of credits acquired from formal, non-formal and informal learning settings.

Undoubtedly, the SCATS will be a catalyst that will be used by all education and training institutions and other stakeholders to support access to education and training, mobility and progression, flexibility of learning pathways and lifelong learning.

The SCATS is an overarching national document that sets the basis on which education and training institutions will develop or reference, in a transparent and open manner, their institutional credit accumulation and transfer procedures/ guidelines.

ACKNOWLEDGEMENTS

To be drafted by MoECHE.

TABLE OF CONTENTS

PREAMBLE	i
EXECUTIVE SUMMARY	ii
ACKNOWLEDGEMENTS.....	iii
LIST OF ABBREVIATIONS AND ACRONYMS	vii
INTRODUCTION.....	1
A. Background and Situational Analysis.....	1
B. Legislative Context	1
C. SCATS linkage with national development priorities.....	2
D. Purpose for the Policy and Guidelines.....	3
E. Objectives of the Policy and Guidelines	3
F. Scope of the Policy and Guidelines	4
PART I: CREDIT ACCUMULATION AND TRANSFER POLICY	5
1. CHAPTER 1: KEY SCATS CONCEPTS AND DEFINITIONS:	5
1.1. Credits	5
1.2. Notional Hour Approach.....	5
1.3. Credit Rating	5
1.4. Credit Accumulation.....	7
1.5. Credit Transfer.....	7
1.6. Relationship between NQFs, CATS and RPL	8
2. CHAPTER 2: BENEFITS OF THE SCATS POLICY AND GUIDELINES	10
2.1. Benefits to Students/ Learners	10
2.2. Benefits to Policy Makers (Ministries).....	10
2.3. Benefits to NQF/ Qualifications Unit and Quality Assurance Agencies/ Regulators	10
2.4. Benefits to Education and Training Institutions	11
2.5. Benefits to Industry.....	11
2.6. Benefits to Society.....	11
3. CHAPTER 3: SCATS LINKAGES WITH KEY COMPONENTS OF EDUCATION AND QUALIFICATIONS SYSTEM	11
3.1. SCATS and micro-credentials.....	11
3.2. SCATS linkages with other components of the education and qualifications system	12
4. CHAPTER 4: GOVERNANCE – SCATS DEVELOPMENT AND IMPLEMENTATION	13
4.1. At Policy Level	13
4.2. At NQF Quality Assurance Level.....	13
4.3. At Education and Training Institutional Level.....	13
PART II: CREDIT ACCUMULATION AND TRANSFER GUIDELINES.....	14

5.	CHAPTER 5: GUIDING PRINCIPLES OF SCATS IMPLEMENTATION	14
5.1.	Principle 1	14
5.2.	Principle 2	14
5.3.	Principle 3	15
5.4.	Principle 4	15
5.5.	Principle 5	15
5.6.	Principle 6	15
5.7.	Principle 7	15
5.8.	Principle 8	16
6.	CHAPTER 6: KEY CONSIDERATIONS IN THE IMPLEMENTATION OF SCATS	16
6.1.	Role of stakeholders in SCATS Implementation	16
6.2.	Stages in SCATS Implementation.....	17
6.3.	Learning Programmes Alignment as an enabler of SCATS Implementation	20
6.4.	Key Considerations for Collaborations and Partnerships on SCATS Implementation.....	20
7.	CHAPTER 7: QUALITY ASSURANCE OF SCATS	21
7.1.	Documentation of CAT Processes.....	21
7.2.	Establishment of Central Database on CAT Activities.....	21
7.3.	Establishment of Internal Quality Committees.....	21
7.4.	Development of Articulation and Access Procedures	21
8.	CHAPTER 8: FINANCING OF SCATS IMPLEMENTATION.....	21
8.1.	At National Level	21
8.2.	At Education and Training Institutional Level.....	21
9.	CHAPTER 9: CURRENT/ POTENTIAL LIMITING FACTORS AND STRENGTHS/ OPPORTUNITIES IN THE SCATS IMPLEMENTATION PROCESS.....	22
9.1.	Current/ Potential Limiting Factors	22
9.2.	Strengths and Opportunities	22
10.	TOWARDS THE IMPLEMENTATION OF SCATS.....	22
11.	CHAPTER 10: MONITORING AND EVALUATION OF SCATS	22
11.1.	Monitoring and Evaluation	22
11.2.	Research and Documentation.....	23
11.3.	Reporting	23
11.4.	Review of the SCATS	23
12.	ANNEXES.....	24
12.1.	Calculation of student/ learner workload (example)	24
12.2.	Allocating notional hours to a module/course/learning programme (example)	24
12.3.	Translation of notional hours into credits (example)	25

12.4.	Principles for credit systems related to national qualifications frameworks or systems referenced to the European Qualifications Framework (EQF)	25
12.5.	SCATS linkages with key components of education and qualifications system.....	26
12.6.	How to convert credits obtained from different CAT Systems to the SCATS (example)	31
12.7.	SCATS implementation/action plan template	32
12.8.	SCATS Monitoring and Evaluation Matrix (National and Institutional Levels)	35
12.9.	Glossary of Terms	40
13.	LITERATURE.....	44

LIST OF ABBREVIATIONS AND ACRONYMS

ABE	Alternative/Accelerated Basic Education
ACQF	African Continental Qualifications Framework
AUCS	American University Credit System
CAT	Credit Accumulation and Transfer
CATS	Credit Accumulation and Transfer System
CEDEFOP	European Centre for the Development of Vocational Training
EAC	East African Community
EACATS	East African Credit Accumulation and Transfer System in Higher Education
ECTS	European Credit Transfer System
EMIS	Education Management Information System
EQF	European Qualifications Framework
ESSP	Education Sector Strategic Plan
EU	European Union
GIZ	<i>Deutsche Gesellschaft für Internationale Zusammenarbeit</i>
HEC	Higher Education Commission
IEES	Improving the Efficiency of Educational Systems
IUCEA	Inter-University Council of East Africa
KNQA	Kenya National Qualifications Authority
MoECHE	Ministry of Education, Culture and Higher Education
MOOCs	Massive Open Online Courses
MOPIED	Ministry of Planning Investment and Economic Development
NQF	National Qualifications Framework
NQF	Somalia National Qualifications Framework
OER	Open Education Resources
QQI	Quality and Qualifications Ireland
RPL	Recognition of Prior Learning
SADC	Southern African Development Community
SADC-CATS	SADC Guidelines for Credit Accumulation and Transfer
SAQA	South African Qualifications Authority
SCATS	Somalia Credit Accumulation and Transfer System
SDG	Sustainable Development Goal
SIPAM	Somali Institute of Public Administration and Management
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training
WBE	Work-Based Experience
ZAQA	Zambia Qualifications Authority
ZIMCHE	Zimbabwe Council for Higher Education

INTRODUCTION

A. Background and Situational Analysis

Somalia does not have an NQF at present. Further, there is no documented national policy or guidelines on CATS in the country. Seeing that access, relevance and quality education form the main essentials of Somalia's education policy principles, the need for a fully functional CATS cannot be overemphasised.

Institutional CATS procedures are still in early development, with higher education institutions using internal documents like course syllabi, credit transfer forms, and academic guidelines to inform their Credit Accumulation and Transfer (CAT) processes. These outline credit allocations based on 15 contact hours per credit and additional workload, grading scales, and policies for accepting credits from recognised institutions.

The credit hour approach, though fairly understood by a good number of higher education institutions, is not widely implemented in Somalia's higher education sector. While some universities may adopt elements of the approach, most institutions follow traditional grading and credit systems. The lack of standardised frameworks for accreditation and quality assurance across the country limits the widespread use of a common credit system, with only some institutions possibly experimenting with credit hour approach. It is also imperative to note that some higher education institutions in Somalia consider self-study and private learning activities when allocating credits, in addition to contact hours. These activities, including assignments, research, and practical work, contribute to the total workload, though the extent of recognition varies by institution.

With regards to student/ learner mobility, there has been a notable increase in requests for recognition of qualifications from Somalia in countries and regions such as Kenya, China, Turkey, Europe, United States of America and Canada. This is mainly due to the increasing number of Somali graduates seeking further education abroad. However, the recognition of Somali qualifications faces several challenges. Some of the challenges include; the absence of a functioning NQF, the lack of standardisation of qualifications, absence of a unified and fully functioning quality assurance framework and political instability. These factors contribute to the hurdles faced by Somali graduates trying to have their qualifications recognised in the above-mentioned countries.

B. Legislative Context

There is currently no legislation or regulation in which CATS is anchored in Somalia. Nevertheless, the need to promote access to quality and relevant education and training, innovation, skills development, and lifelong learning is emphasised in the National Curriculum Framework (2017); National Education Policy (2020); Somalia National Development Plan (2020–2024); General Education Act (2021); National Alternative Basic Education (ABE) Policy and Curriculum Framework (2021); National Accelerated Basic Education Policy and Curriculum Framework (2021); Quality Assurance Framework (2021) and the Education Sector Strategic Plan (ESSP) (2022–2026).

In addition, stakeholders agreed that the SCATS be anchored in the NQF policy, which was being developed concurrently with the SCATS.

C. SCATS linkage with national development priorities

A number of national policies and legislations emphasise equal access to quality and relevant education and training, skills development, employment creation, lifelong learning, and student/learner mobility. Together, they align with national aspirations to transform education and training for improved access, relevance, and alignment with labour market demands. These are:

- 1) **National Curriculum Framework (2017):** This framework, which was developed in 2017, underpins formal basic education in the country. It outlines the vision, key aims, values, learning competences, subjects, hours of instruction, and approaches to learning in basic education.
- 2) **Special Educational Needs Disability and Inclusive Education (SEND & IE) (2018):** This policy seeks to support children with disabilities to access educational services.
- 3) **National Education Policy (2020):** This is a key policy framework document guiding the delivery of services in the education sector.
- 4) **Private School Policy (2020):** In 2020, MoECHE validated its policy on private schools to intervene more actively in the running of such schools. The main objectives of the policy are to (1) improve the private education system, to ensure that all Somali citizens can receive high-quality education in a conducive environment; (2) improve the quality and relevance of private education, thereby contributing to the socio-economic development of the country; (3) establish basic minimum standards to maintain the quality and credibility of the private education system, and (4) improve the functions of private education, with effective management and administrative systems. The Private School Policy classifies schools in Somalia as follows: a) Public schools: These are publicly owned and operated. The public is often represented by the Ministry of Education or an elected board of education. b) Private schools: These are founded and operated by private entities. A private school is owned by a legally registered and licensed authority, which could be a charitable organization or a business. There are two sub-categories: (1) not-for-profit private schools operated by a not-for-profit entity such as a charity or a community, and (2) for-profit private schools founded with the intent to make a profit. They could be local or international and managed by a company or organization with shareholders.
- 5) **Gender Policy for the Education Sector in Somalia (2020):** The policy provides services for gender inclusiveness in education in Somalia.
- 6) **Somalia National Development Plan (2020–2024):** Developed by the Ministry of Planning, Investment and Economic Development, the plan identifies the challenges confronting the education sector. It advocates the strengthening of the sector by setting legal and oversight frameworks aimed at strengthening MoECHE, and the education ministries in the FMSs, as well as school boards. The plan further advocates setting up and enforcing standards for private-sector providers, ensuring that professional standards are met.
- 7) **General Education Act (2021):** The Education Law regulates the education system in Somalia, guaranteeing the right of every Somali citizen to have access to high-quality education at each level. The law also details the national, regional, and district education targets, as well as the system that delivers education services, and the expected outcomes. It discusses (1) the levels of formal education, (2) the curriculum framework, (3) the selection criteria for primary and secondary school teachers, (4) teacher recruitment, (5) non-formal education, (6) private schools, and (7) special needs education.

- 8) **National Alternative Basic Education (ABE) Policy and Curriculum Framework (2021):** The ABE curriculum framework is aligned with the national curriculum framework and similarly outlines the vision, key aims, values, learning competences, subjects, hours of instruction, and approaches to learning and assessment. It is a condensed version of the formal curriculum, removing non-core subjects and repetition while focusing on learning competences.
- 9) **Policies for Teachers/ Teacher Policy (2021):** The policy underpins the preparation and professional development of teachers across the sector. It guides training, selection, remuneration, and responsibilities.
- 10) **National Accelerated Basic Education Policy and Curriculum Framework (2021):** This policy defines the scope of alternative basic education in the country and outlines the curriculum structure to be used for students/ learners in this pathway.
- 11) **Quality Assurance Framework (2021):** which provides clear guidelines for quality education in the twenty-first century.
- 12) **Education Sector Strategic Plan (ESSP) (2022–2026):** The plan sets out the Federal Government of Somalia (FGS) education-sector management goals, objectives, and priorities. It identifies strategies for overcoming challenges related to inequity, limited access to good-quality social services, weak governance, poor service delivery, and limited sector capacity. On governance, the plan sets out strategies for enhancing the organizational capacity of the MoECHE to manage/regulate the education sector, set up a system-wide monitoring and supervision system, establish system-wide use of the Education Management Information System (EMIS), and support the decentralization of education service delivery.

From the foregoing, it is evident that the SCATS will play a crucial role in facilitating skills acquisition, enhancing quality and relevance of education and training, as well as promoting lifelong learning in Somalia. This will in turn contribute greatly to the attainment of the country's developmental goals and aspirations.

D. Purpose for the Policy and Guidelines

The SCATS aims to address the need for an efficient and transparent framework for recognising and transferring credits across different education and training institutions in Somalia. Further, the SCATS will facilitate the mobility of students within Somalia and internationally, enhance overall quality and relevance of the country's education and training, and support access to flexible lifelong learning pathways.

E. Objectives of the Policy and Guidelines

The objectives of the SCATS are to:

- a) Enable students/ learners to accumulate and transfer credits across institutions and programs, fostering continuity in learning and educational progression.
- b) Support lifelong learning and allow students from diverse backgrounds, including adult students/ learners and displaced individuals, to gain formal qualifications.
- c) Ensure that qualifications reflect competencies required by employers, thereby improving employability and meeting economic development goals.
- d) Provide consistent guidelines and standards for credit recognition across the education and training sector, thus ensuring credibility and quality.

F. Scope of the Policy and Guidelines

The SCATS is a comprehensive system, covering the entire spectrum of Somalia's education and training system. Particularly, the SCATS will apply to:

- a) All sectors of the education and training system and levels of the Somalia National Qualifications Framework (NQF).
- b) NQFNQF/ Qualifications Unit (under MoECHE), education and training institutions (public and private), quality assurance/ regulatory bodies, curriculum developers, industry, non-governmental organisations, professional bodies, students/ learners and graduates.
- c) Qualifications, part-qualifications and micro-credentials.
- d) Qualifications acquired from formal, informal and non-formal learning contexts.

PART I: CREDIT ACCUMULATION AND TRANSFER POLICY

This Part contains the policy for the Somalia Credit Accumulation and Transfer System (SCATS). It shall be read and implemented together with Part 2, which provides the guidelines for implementation of the SCATS.

1. CHAPTER 1: KEY SCATS CONCEPTS AND DEFINITIONS:

1.1. Credits

Credits express the volume of learning based on the defined learning outcomes and their associated workload. Credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. Credits are generally expressed in whole numbers.

1.2. Notional Hour Approach

The SCATS is based on the notional hour approach. Notional hours (also referred to as “learning/ study hours”) represent an estimate of the time spent by an average full time equivalent learner to master a unit of learning, or the demonstration of acquisition of learning outcomes corresponding to a formal unit of learning in the case of non-formal and informal learning. In this approach, the hours referred to include all the learning activities of the learner, inclusive of contact time (lecture time, tutorials, labs, etc.), private study, research, assignment writing, examinations, etc.

The following assumptions are made: the average learner accumulates 8 study hours per day. This amounts to a 40 hours/ week. Learning programmes are generally based on a 30-week full-time academic year. At 40 hours per week this amounts to 1200 hours per year.

Further, one credit is equated to 10 notional hours, with 120 credits being the minimum for an academic year. Education and training providers shall ensure that transcripts of results indicate credits for each completed course/ module.

It is imperative to note that CATS and RPL are now seen as key, interconnected components of a country’s education and training system. Thus, the effective implementation of the SCATS will benefit from a review of the national RPL policy so as to facilitate seamless recognition of credits acquired from non-formal and informal learning settings, including micro-credentials. This will in turn promote learner mobility and articulation from non-formal and informal learning settings into the tertiary/ higher education sub sector.

1.3. Credit Rating

Credit rating is the process of assigning a number of credits to qualifications, learning programmes, single educational/ training components, or even micro-credentials. Credits are allocated to entire qualifications or programmes according to national legislation or practice, where appropriate, and with reference to national and/or regional qualifications frameworks. They are allocated to educational/ training components, such as course units, dissertations, work-based learning/ experience and work placements, according to the estimated workload required to achieve the defined learning outcomes for each component. It is done based on learning outcomes and associated student/ learner workload. Thus, the workload associated with each educational/ training component must be clearly identified and quantified (see Annex 12.1).

The following concepts are critical to the appreciation of credit rating:

a) Student/ Learner Workload

Workload is an estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements/ work-based learning/ experience and individual study required to achieve the defined learning outcomes. The sum total of learner workload includes the following:

- Number of contact hours.
- Number of independent study hours.
- Number of hours spent on assessment tasks.
- Number of hours spent on Work-Based Experience (WBE). Note that for non-formal learning contexts, WBE can be accounted for under the contact hours.

(i) Contact Hours

Contact hours is a phrase that often gets used to describe the amount of time when learners are in direct contact with members of academic staff. There are diverse forms of contact time. For example, a workshop session, dance class or industrial visit may be used to develop practical skills through demonstration and guided practice by a member of staff. Contact time may also take a virtual form through use of educational technology. Examples include through the use of email, online discussion fora, and virtual learning environments. It can also take place in a work-based setting. Thus, contact time is variable amongst modules/courses.

Activities that constitute contact time include lectures, tutorials, group seminars, field trips and demonstrations.

(ii) Independent study time

In tertiary/ higher education, learners are expected to study independently. This may itself be directed by members of staff or is self-directed. Activities that constitute independent study time include preparation for contact sessions, reading or practice, conducting research, completion of assessment tasks, revision work and completing projects.

b) Key considerations in the allocation of credits

The following facts need to be borne in mind when allocating credits to educational components or micro-credentials under the SCATS:

- (i) A profile of the programme on the basis of its learning outcomes must be fully understood and presented;
- (ii) The curriculum must be designed to meet the intended learning outcomes;
- (iii) Credits are allocated on the basis of the weight of each component in terms of workload needed to achieve the learning outcomes;
- (iv) 120 credits correspond to a full-time-equivalent academic year (30 weeks);
- (v) One credit should reflect 10 hours of study undertaken towards achieving a learning outcome;
- (vi) Credits should be allocated to educational components or micro-credentials that have defined learning outcomes and assessment methods;
- (vii) Each educational component should have a description which should include details of the learning outcomes, content, assessment methods, delivery methods and specified credit level;
- (viii) It is recommended that education and training providers set the minimum and maximum number of credits that can be allocated to an educational component; and

- (ix) It is recommended that a module/ course taken in different programmes and bearing the same workload in each programme, should be allocated similar credits in all the programmes where it is a component/ course.

Figure 1 shows a step-by-step process for allocating credits to a learning programme (also see Annexes 12.2 and 12.3).

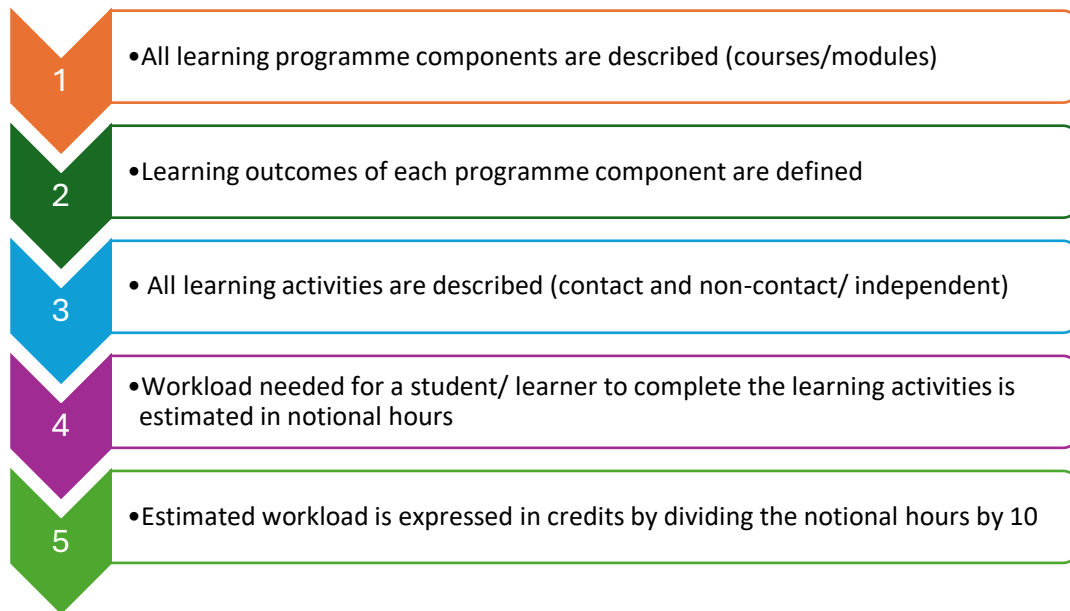


Figure 1: step-by-step process for allocating credits to a learning programme

1.4. Credit Accumulation

According to SADC-CATS (2021), credit accumulation is the process of assembling all the credits awarded for achieving the specified learning outcomes of components of learning in formal learning contexts, as well as learning obtained in informal and non-formal learning contexts. A student/ learner can accumulate credits towards:

- a) Obtaining qualifications; and
- b) Documenting personal achievements for lifelong learning purposes.

Similarly, accumulation of credits in ECTS is the process of collecting credits awarded for achieving the learning outcomes of educational components in formal learning contexts and for other learning activities carried out in informal and non-formal learning contexts.

1.5. Credit Transfer

- Credit transfer is understood to mean the process of taking credits that were awarded in one learning context (programme, institution, country) and receiving recognition for these credits in another learning context (programme, institution, country) towards obtaining a qualification. Credits may be transferred within and across programmes, institutions and countries; credit transfer is key for student/ learner mobility. Institutions, faculties and departments may make agreements, which guarantee the automatic recognition and transfer of credits under specified conditions.

a) Types of credit transfer

(i) Block credit transfer

Block credit transfer entails reducing the total credit of the receiving programme by the amount of credits from the completed programme. For example, a holder of a Diploma in Nursing can have his/ her duration of study for a Bachelor of Nursing reduced say by 2 years.

Institutions will be at liberty to recognize credits regardless of the age of the credits, bearing in mind the need for supplementary/ additional or bridging learning/ training. Education and training institutions must include this provision in their internal CATS guidelines and procedures.

(ii) Course exemption

An individual may be exempted from taking a specific course or module of a programme based on the learning achieved in previous studies. This is applicable to both completed and uncompleted programmes.

In both cases, the supplementary principle must be applied to enable applicants to bridge the gap in content, volume or breadth of the modules/ courses in the sending and receiving programmes.

b) Modalities of credit transfer

(i) Vertical Credit Transfer

This entails the transfer of credits from a lower qualification into a higher qualification and vice-versa, usually within the same NQF sub framework or education and training sub sector.

(ii) Horizontal Credit Transfer

This is a process of transferring credits between qualifications at the same NQF level, across NQF sub frameworks or education and training sub sectors.

(iii) Diagonal Credit Transfer

Refers to the transferring of credits from a lower qualification into a higher qualification and vice-versa, across NQF sub frameworks or education and training sub sectors.

1.6. Relationship between NQFs, CATS and RPL

It is imperative to note that NQFs, CATS and RPL are now seen as key, interconnected components of a country's education and training system. Thus, the effective implementation of the SCATS will benefit from the development of a comprehensive NQF and RPL policy, so as to facilitate seamless recognition of credits acquired from non-formal and informal learning settings, including micro-credentials. This will in turn promote student/ learner mobility and articulation from non-formal and informal learning settings into the higher education sub sector.

The underlying fact about NQFs, CATS and RPL is that they all use learning outcomes to measure and recognise the amount of learning that has taken place after a learning process. Both CATS and RPL are indispensable in the optimal operationalisation of NQFs – they are key supporting components of NQFs. The three work together for the good of the education and training system.

a) Assigning credits to non-formal and informal qualifications

Education and training institutions should put in place mechanisms to recognise and award credits for learning outcomes acquired outside the formal learning context through work

experience, voluntary work, student/ learner participation, provided that these learning outcomes satisfy the requirements of their qualifications or components. The recognition of the learning outcomes gained through non-formal and informal learning should be automatically followed by the award of the same number of credits attached to the corresponding part of the formal programme. As with formal education, the award of credits is preceded by an assessment to verify the achievement of learning outcomes – a process similar to that of RPL.

The assessment methods and criteria should be constructed to measure the achievement of the required learning outcomes at the appropriate level, without reference to specific learning activities or workload. For example, 'participation in classroom discussion' of the subject matter would no longer be considered in assessment, whereas the corresponding learning outcome of 'constructing arguments while interacting with a group' would become relevant.

Appropriate staff should be appointed in each department or subject area, who should have the formal authority and training to award credits for learning outcomes acquired outside the formal learning context on the basis of transparent criteria established and published by the Institution. It should be understood that they will be expected to report on, and document, their decisions through regular reports to an appropriate committee (e.g. at departmental, faculty or institutional level).

Transfer of credits denotes the recognition of prior learning represented in the form of credits, evidence of which is reflected in the form of a letter of recommendation, or academic transcripts.

b) The role of NQFs, RPL and CATS in the education and training quality assurance architecture

NQFs and related policies are used as quality assurance tools in the education and training systems. The registration of a qualification on the national qualifications framework is seen as the highest benchmark of quality. This is because institutions are expected to meet the standards and criteria laid down for registration.

NQFs and related policies provide the initial basis for quality assuring qualifications through:

- (i) Describing levels of qualifications and of learning inputs or outcomes across these levels or qualification types, or both;
- (ii) Criteria that define the quality of qualifications included in the NQF (accreditation);
- (iii) Criteria that define the minimum standards of quality assurance operated by bodies issuing qualifications in the NQF;
- (iv) Regulations or guidelines for linking qualifications, either at the same level or between different levels;
- (v) Regulations or guidelines for accepting validated non-formal and informal learning for part or full qualifications; and
- (vi) Rules or guidelines for the volume of learning that contribute towards a qualification.

In the European Union, for example, the EU Council Recommendation on EQF for lifelong learning (2017)¹ in Annex V defines generic principles for credit systems related to NQF referenced to EQF, providing a clear example of the strong linkage that exists between CATS, NQFs, RQFs and RPL (see Annex 12.4).

2. CHAPTER 2: BENEFITS OF THE SCATS POLICY AND GUIDELINES

2.1. Benefits to Students/ Learners

The SCATS will:

- a) Support learner mobility (across geographies and institutions) which in turn can improve life chances and social mobility of under-represented groups in general education, TVET or higher education.
- b) Reduce the risk of student/ learner drop-out by reducing the time commitment required (as students/ learners do not have to restart their studies from the beginning, and thus avoid repeating learning already undertaken) and creating re-entry possibilities.
- c) Make general education, TVET, and higher education more attractive and accessible to under-represented and disadvantaged groups (e.g. encouraging part-time study, and facilitating entry for those without formal qualifications through RPL).
- d) Offer greater choice and flexibility in choosing programmes/ courses and institutions, allowing mixing of educational programmes (vocational, work-based and academic), thereby empowering them to make more informed career choices.
- e) Allow students/ learners to track their progress towards a qualification and reward learning achieved if students/ learners do not/ cannot complete the full programme of study, this can build confidence and encourage further learning.

2.2. Benefits to Policy Makers (Ministries)

The SCATS will:

- a) Help in the identification of skills requiring government support through policy and funding interventions.
- b) Promote skills development and enhance employability of citizens.
- c) Help in attracting investments based on availability of skilled human resource.
- d) Aid in the attainment of quality and relevant education and training for citizens.

2.3. Benefits to NQFNQF/ Qualifications Unit and Quality Assurance Agencies/ Regulators

The SCATS will:

- a) Promote adherence to set standards.
- b) Be useful in the accreditation of learning programmes and registration of qualifications on the NQF.
- c) Be important in ensuring continued professional development of professionals in different fields.

¹ COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning
[https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN).

2.4. Benefits to Education and Training Institutions

The SCATS will:

- a) Provide institutions, through the use of credits, with a common language and help compare learning achieved, which will assist in the design of modules and programmes between and within institutions, and recognising learning achieved in different institutions and in different learning contexts.
- b) Help institutions to create customised learning opportunities for students/ learners and employers.
- c) Enhance the responsiveness of institutions, particularly to the labour and student/ learner market, and as such increase opportunities for additional income generation.
- d) Help institutions, through the use of credit-based modular systems, to design and deliver curricula in a more economic and efficient way, leading to resource savings.
- e) Contribute, through credit transfer, to higher student/ learner retention and completion rates.
- f) Promote and facilitate inter-institutional partnerships (such as progression pathways between TVET and higher education).
- g) Support and facilitate student/ learner mobility and exchange across country borders, and also labour mobility in relation to the recognition of professional qualifications.

2.5. Benefits to Industry

The SCATS will:

- a) Help with recruitment, as it will enable employers to have a clearer and more accurate picture of the amount and level of learning achieved by potential employees.
- b) Support and foster labour mobility through the recognition of qualifications.
- c) Ensure availability of skilled and competent workforce.
- d) Facilitate multi-skilling and up-skilling of employees.
- e) Lead to reduced cost of retraining.
- f) Result in improved productivity and profitability.

2.6. Benefits to Society

The SCATS will:

- a) Aid in building an informed/ educated and productive society.
- b) Promote global citizenship – individuals are able to apply themselves in any jurisdiction and society.
- c) Support efforts towards the provision of equal learning and employment opportunities for all – social inclusion.

3. CHAPTER 3: SCATS LINKAGES WITH KEY COMPONENTS OF EDUCATION AND QUALIFICATIONS SYSTEM

3.1. SCATS and micro-credentials

- National governments and regional and international organizations have intensified debate and research to define the role and place of micro-credentials in national education and training systems and qualifications frameworks, enhancing their benefits for lifelong learning and employability. In 2022 UNESCO proposed a common definition of micro-credentials², based on a process of experts' consultation of global scope. Similarly, in June 2022, the

² UNESCO (2022). *Towards a common definition of micro-credentials*. <https://unesdoc.unesco.org/ark:/48223/pf0000381668>.

European Union approved the Council Recommendation³ on a European Approach to Micro-credentials for lifelong learning and employability. Both definitions emphasize: assessment, quality assurance and focused learning achievement as key features of micro-credentials.

- According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), micro-credentials are typically focused on a specific set of learning outcomes in a narrow field of learning and achieved over a shorter period of time. Micro-credentials are offered by commercial entities, private institutions and professional bodies, traditional education and training institutions, community organizations and other types of organisations. <https://unesdoc.unesco.org/ark:/48223/pf0000381668>.

While many micro-credentials represent the outcomes of more traditional learning experiences, others verify demonstration of achievements acquired elsewhere, such as in the workplace, through volunteering, or through personal interest learning. Micro-credentials are often promoted as an efficient way to up-skill workers across the lifespan.

According to the UNESCO definition, a micro-credential:

- Is a record of focused learning achievement verifying what the student/ learner knows, understands or can do;
 - Includes assessment based on clearly defined standards and is awarded by a trusted provider;
 - Has standalone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning; and
 - Meets the standards required by relevant quality assurance.
- The definition agreed in the European Union is:
'Micro-credential' means the record of the learning outcomes that a student/ learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the student/ learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the student/ learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

Refer to Annex 12.5 for details on the linkage between SCATS and micro-credentials.

3.2. SCATS linkages with other components of the education and qualifications system

The SCATS will support and facilitate for programme design, delivery and monitoring; student/ learner and labour mobility; lifelong learning and quality assurance of learning programmes and qualifications.

Refer to Annex 12.5 for details pertaining to this sub section.

³ Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 ST/9790/2022/INIT https://eur-lex.europa.eu/legal-content/DE/TXT/?uri=uriserv:OJ.C_.2022.243.01.0010.01.ENG.

4. CHAPTER 4: GOVERNANCE – SCATS DEVELOPMENT AND IMPLEMENTATION

4.1. At Policy Level

The MoECHE will have overall oversight on the development and implementation of the SCATS at national level.

4.2. At NQF Quality Assurance Level

The NQFNQF/ Qualifications Unit will coordinate and ensure the full implementation of SCATS by all relevant NQF stakeholders. This may be achieved through incorporating CAT as a requirement in learning programme accreditation or qualification registration, as well as through institutional audits.

4.3. At Education and Training Institutional Level

Education and training institutions will be responsible for the development and implementation of institutional guidelines and procedures on CAT. This will be done in line with the SCATS requirements.

PART II: CREDIT ACCUMULATION AND TRANSFER GUIDELINES

This Part contains the guidelines for the Somalia Credit Accumulation and Transfer System (SCATS). It shall be read and implemented together with Part 1, which constitutes the policy for the SCATS.

5. CHAPTER 5: GUIDING PRINCIPLES OF SCATS IMPLEMENTATION

5.1. Principle 1

CATS should be formulated with a view to promoting student/ learner mobility across sectors, levels and types of qualifications by eliminating duplication of learning.

The system should eliminate unnecessary duplication of learning and support different learning pathways through the recognition of credits that students/ learners have gained from learning already undertaken. This entails that students/ learners should not be requested to repeat learning if the prior learning can be duly recognised as equivalent and counted towards further learning.

5.2. Principle 2

Systems and procedures developed in institutions to support CAT should be transparent, fair, flexible and easy to use.

- a) Institutions should provide clear, reliable and easy to use information on their CATS and procedures. Any restriction and limits on transfer of credit, such as the 'shelf-life' of credits (if any) and ceiling of transfer should be specified, along with the implications for progression, grading or final award classification. Information on formal articulation pathways and credit transfer arrangements between institutions should also be included. In addition, information on the criteria for selection, the number of credits to be awarded, and additional programme requirements, if there are any, should be provided. Further, the CATS and its procedures should be easy to understand and use, both on the part of the student/ learner and the institution.

Note: Articulation arrangements enable students/ learners to progress from a completed qualification to another with admission and/or credit in a defined pathway. Articulation arrangements broaden access into formal learning and may be a potential source of credit based on learning achievement through formal learning. Articulation arrangements provide a seamless pathway with automatic admission into one qualification from another. Articulation arrangements may include:

- (i) clustered qualifications involving lower qualifications that are embedded completely in the next qualification with multiple exit and entry points (an articulated suite of qualifications);
 - (ii) partially clustered qualifications that include some qualification components of the lower level qualification nested into the linked qualification; or
 - (iii) arrangements where two separately designed qualifications are linked to each other to form a defined qualification linkage and credit pathways.
- b) Given the multiplicity of institutions, programmes and students/ learners, it is unlikely that individual components in one programme will be identical in all respects to components in another programme. In order to simplify procedures and to ensure maximum benefit for students/ learners, institutions should adopt a flexible approach to the recognition of credits. Institutions should consider adopting a recognition approach based on a review of learning outcomes, rather than seeking perfect equivalence between two qualifications or programmes.

5.3. Principle 3

Decisions regarding credit transfer should be timely, academically defensible and equitable, and based on learning outcomes.

Decisions on credit transfer should be evidence-based, equitable, academically defensible, consistently applied and communicated to applicants within a specified timeframe, to avoid delaying a qualified student/ learner's access to a programme of study. In determining the eligibility of credits for recognition and transfer towards a new qualification, receiving institutions should satisfy themselves that the associated learning outcomes attained are comparable to the required outcomes of the new programme.

5.4. Principle 4

Credit awarded in recognition of prior non-formal and informal learning is of equal standing to credit awarded through other forms of learning.

All accredited and verified learning (including formal, non-formal and informal learning) should be eligible for consideration for credit award. Receiving institutions should recognise learning achieved by a student/ learner at any time and in any learning context on an equal basis, provided that the learning outcomes have been appropriately assessed and matched with the requirements of the qualification applied for.

5.5. Principle 5

In line with the concept of institutional autonomy, CAT shall not affect the authority of a receiving institution to make decisions about the admission of students/ learners. There is a distinction between the separate processes of admission and credit transfer.

The CATS should facilitate the recognition of credit for entry into a qualification (that is, admission to a programme) as well as recognition of credit towards the award of a qualification (that is, granting course exemption from part of the qualification). While an open and transparent CATS will facilitate student/ learners' progression, admission is a matter for the receiving institution.

5.6. Principle 6

Credit recognition and credit transfer should not undermine the academic rigour or integrity of the qualification into which the student/ learner is accepted.

Institutions must ensure that recognising the credit earned by a student/ learner towards the completion of a programme does not adversely affect the integrity and quality of their qualifications. Institutions should determine the maximum amount of credit that can be transferred (or the minimum amount of study which must be undertaken at the awarding institution to be eligible for an award).

5.7. Principle 7

Institutional commitment and cooperation must be adhered to for the optimal functionality of CATS.

- a) The CATS should be adopted by the relevant decision making body of the institution and its implementation fully supported and appropriately resourced.
- b) Articulation arrangements between institutions should protect and preserve the academic standards of each institution as well as the integrity of their qualifications. Arrangements should be documented and promulgated and be subject to regular review and update as the programmes evolve and develop over time. Further, institutional collaboration should ensure appropriate dovetailing of curriculum content and learning outcomes and facilitate maximum credit recognition and transfer.

5.8. Principle 8

CATS and procedures should be subject to rigorous quality assurance measures.

- a) Credit transfer and articulation arrangements should be subject to normal quality assurance measures. Implementation of CATS should be kept under regular review by the education and training institutions and relevant quality assurance bodies, to ensure that it is functioning effectively. Issues surrounding credit accumulation and transfer should form part of regular internal programme review and collaborating partners should hold regular meetings to ensure continued alignment between their programmes.
- b) Institutions should consider building up a database of CAT activities, including statistical information on the number and origin of students/ learners to whom credit transfer has been granted, as well as on their performance in comparison to other students/ learners with normal entry. This will help assess the effectiveness of the CATS and inform changes to enhance the quality of the system. Further, feedback from stakeholders should be sought with a view to sharing good practice and addressing issues that may have arisen.

6. CHAPTER 6: KEY CONSIDERATIONS IN THE IMPLEMENTATION OF SCATS

6.1. Role of stakeholders in SCATS Implementation

The roles of stakeholders in the implementation of the SCATS will be to:

- a) **Government**
 - (i) Mobilise resources to support the development and implementation of SCATS.
 - (ii) Formulate policies that promote the implementation of SCATS.
- b) **NQF/ Qualifications Unit/ MoECHE**
 - (i) Spearhead policy formulation, development, implementation and reviews of the SCATS policy and guidelines to facilitate credit transfer.
 - (ii) Develop the national action plan for implementing the SCATS policy and guidelines.
 - (iii) Coordinate implementation of credit accumulation and transfer in Somalia.
 - (iv) Coordinate the development and implementation of institutional CAT procedures by education and training institutions.
 - (v) Support the development of collaborative partnerships across the entire education and training spectrum so as to create an enabling environment for implementing the SCATS.
 - (vi) Promote the collaborative development of curriculum and qualification pathways between different education and training institutions to promote and enable successful implementation of SCATS.
 - (vii) Collaborate with all relevant stakeholders to establish and manage a SCATS monitoring and evaluation system.
 - (viii) Undertake research to improve SCATS in collaboration with relevant education and training stakeholders.
 - (ix) Conduct capacity building and awareness creation about SCATS.
- c) **Applicants (Students/Learners, Graduates and Job Seekers)**
 - (i) Understand the SCATS, the professional requirements and the programme requirements of both the sending and receiving institutions before applying for credit transfer/ credit recognition.
 - (ii) Use the prescribed format when applying for credit transfer/ credit recognition.
 - (iii) Provide the necessary evidence to support their applications for credit transfer/ credit recognition.

d) Education and training institutions

- (i) Develop and implement institutional guidelines and tools for CAT in accordance with the principles outlined in this document.
- (ii) Provide information to applicants and the wider public on the CAT opportunities that exist in their respective institutions.
- (iii) Demonstrate through regular internal and external quality reviews, including those done by the quality assurance agencies/ regulators, that their policies and practices for CAT support the principles as listed in this document.
- (iv) Translate NQF level descriptors into specific learning outcomes to enable assessment of workload and awarding of credits to each programme component or micro-credential.
- (v) Implement collaborative approaches to curriculum development across different institutional types to advance implementation of SCATS, including alignment of curricula in common fields, taking into account their purpose and the types of knowledge and competencies.
- (vi) Initiate and participate in partnerships with other education and training institutions to implement and promote SCATS.
- (vii) Maintain records of all CAT activities and submit the relevant data to NQF/ Qualifications Unit in a prescribed format to be agreed with NQF/ Qualifications Unit and other stakeholders.

e) Industry/ employers and professional bodies

- (i) Understand the importance of SCATS in skills and continuous professional development of professionals.
- (ii) Participate in the curriculum development process.
- (iii) Participate in assessments.
- (iv) Support the uptake of credit bearing short courses/ micro-credentials.
- (v) Facilitate skilling, up-skilling and reskilling of employees through credit-bearing short courses/ micro-credentials.

6.2. Stages in SCATS Implementation

Stage 1: Establishing an Administrative Structure for SCATS:

Clear structures should be established for the administration and implementation of SCATS both at NQF/ Qualifications Unit and provider levels. Education and training institutions must clearly define the roles and duties of persons responsible for processing CAT applications. Where it is considered necessary, a special committee or panel may be set up to deal with the assessment and decision-making processes. There should be separation of responsibility between those responsible for the assessment and those responsible for approval of the applications. In addition, administrative support should be provided to staff holding different positions in the structure.

Stage 2: Providing Information to Applicants:

Institutions should provide clear and easily accessible information with relevant application forms and prospectus of learning programmes to applicants to assist them understand the available CAT arrangements, including the following:

- a) How the CATS operates for purposes of credit transfer;
- b) Opportunities for articulation from a specific programme offered by the institution to another programme offered by the same or other institution; and
- c) Credit transfer agreements reached between institutions.

Stage 3: Processing Applications for Credit Transfer:

The following aspects should be considered during the processing of applications for credit transfer:

- a) Assessment of the application should be carried out by persons or unit designated for the task. The person responsible for assessing the applications should know the subject of the

learning programme involved and also experience or training in processing CAT applications. The involvement of a second person in the examination of the application and the documentary evidence is common and advisable, especially in complex cases.

- b) The assessment should be based on the information provided by the applicant.
- c) In assessing the relevance of a qualification and the associated programme undertaken by the applicant for credit transfer, the following factors are considered relevant:
 - (i) The NQF level of a qualification is benchmarked against the level descriptors of the NQF in terms of the standards attained under different domains (knowledge, skills and competence). Receiving institutions should have confidence in NQF-recognised qualifications.
 - (ii) The overall NQF level of a qualification is indicative of the level of complexity of the programme associated with the qualification and will be useful for assessing whether the learning achieved from the programme should be accepted for credit transfer to a receiving programme.
- d) Assessment of Learning Outcomes:
 - (i) Credits should be awarded on the premise that student/ learners have been assessed as having achieved the learning outcomes specified for the programme.
 - (ii) The receiving institution should ascertain that the learning outcomes achieved by the applicant in a previous programme are comparable to those of the receiving programme for which credit recognition is sought. Institutions should accept that two programmes or courses/ modules are of a substantial degree of comparability if there is at least 70% match, and hence should be accepted for credit transfer. In cases where programmes/ courses or modules fail to reach the 70% score, the supplementary principle must be applied to enable applicants to bridge the gap in content, volume or breadth of the programmes/ courses or modules.
 - (iii) Where it is not practicable to conduct direct mapping of the relevant content of two programmes, institutions could adopt the fair recognition approach and review the learning outcomes of the programmes based on a broad comparison of the knowledge, skills and competencies expected to be achieved in the programmes.
 - (iv) Where necessary, the institution may conduct interviews with the applicants to ascertain their learning experience for the consideration of credit transfer. A panel involving experts or external members may be formed to conduct the assessment.
- e) Programme Duration and Credit: The duration of a programme and its credit value give an indication on the learning quantity and breadth of the learning programme, which is useful information for assessing credit transfer applications. The adoption of the credit as a common currency for measuring the quantity of learning of a programme effectively facilitates the comparison of two programmes for credit recognition and transfer.
- f) Syllabus, Curriculum and Associated Programme Procedures:
 - (i) In addition to the transcript, the syllabus and the curriculum content should also be considered to understand the learning outcomes expected to be achieved in the programme.
 - (ii) It should be noted that all credits earned from an accredited institution shall be transferrable. Depending on the shelf-life of the subject knowledge, receiving institutions may recognise learning achieved by a student/ learner at any time or a certain period of time, provided that the learning outcomes have been appropriately assessed and matched with the requirements of the qualification applied for. For the purpose of credit transfer, assessed qualifications obtained

through non-formal and informal learning channels should be given equal standing to qualifications obtained through formal education.

- (iii) The procedures for application for credit transfer may vary among institutions or even individual departments within the same institution. It is in the interest of the institutions and students/ learners that the procedures should, as far as possible, be standardised and streamlined.
- (iv) Standardised application forms, in paper and electronic formats, should be provided to applicants together with clear guidance notes, which should contain any information that may be considered useful by the applicants and even internal staff of the institutions, including:
 - Application procedures.
 - The purposes for applying for credit transfer and related requirements.
 - Required supporting documents.
 - Fees and refund arrangements, if any.
 - Estimated time required for processing the application.
 - Details of the contact person(s) for enquiry.
- (v) Institutions should advise on the types of documentary evidence which may be required to support the application. In respect of a recognised qualification already obtained by the applicant, the certificate, and other supporting documents such as transcript, course outlines, curriculum and outcome statements, will be useful. In respect of credits acquired through non-formal and informal learning, evidence including the statement of achievement from awarding bodies, licenses issued by relevant authorities, certificates of international awards or reference letters from employers, will be useful to demonstrate the learning achieved and standard attained.
- (vi) The awarding institution has the responsibility to assist its graduates in obtaining the necessary documentation to support further progression. Graduates who wish to apply for credit transfer based on a completed programme should directly approach the institution concerned for the supply of documentation, certification, and other assistance to facilitate their application for credit transfer to a programme offered by another institution.

Stage 4: Decision Making and Approval of Applications:

The following should be considered when making decisions on applications for CAT:

- a) The persons responsible for assessing applications for credit transfer should refer to set principles and procedures to ensure consistency before making a recommendation to the relevant authority for approval.
- b) The approval authority may make decisions on an application for credit transfer in one or more of the following ways:
 - (i) Credit Transfer and Articulation to Receiving Programme: An application for credit transfer may be accepted based on the learning achieved in a previously completed programme. The total credit requirement in the receiving programme may be reduced in block, e.g. a Diploma holder may be allowed to enter the senior year of a Bachelor's degree programme (block credits). This entails reducing the total credit of the receiving programme by the amount of credits from the completed programme, thereby reducing the duration of the receiving programme.
 - (ii) Course Exemption: An applicant may be exempted from taking a specific course or module of a programme based on the learning achieved in previous studies. This is applicable to both completed and uncompleted programmes.
- c) The use of different credit systems does not prevent the recognition of previous learning achieved by students/ learners for articulation to another qualification. Institutions should

assess and validate the learning outcomes achieved by the student/ learner on a case-by-case basis, with reference to their CATS and established norms. Where credit transfer is sought for credits obtained in an institution using a different credit system – such as in the case of foreign qualifications or credits obtained from outside Somalia, receiving institutions may refer to the conversion formula established between the different credit systems (see Annex 12.6).

- d) Upon completion of the assessment and approval process, the institution should notify the applicant of the result of the application in writing in a timely manner. The notification, in letter or electronic form, should state the decision in respect of the application and the effect of the credit transfer on the programme to be enrolled (e.g., number of credits to be transferred, courses to be exempted, additional courses required for graduation, fees reduced and expiry date of the transfer).
- e) It is good management practice that for non-approval cases, the institution should give reasons for the decisions in a timely manner.
- f) An applicant reserves the right to appeal against the decision of the institution using the appropriate institutional procedure.

Stage 5: Documentation and Record Keeping:

Credit transfer decisions and justifications for the decisions should be properly recorded and documented by institutions for future reference. Credit transfer decisions, including the credits granted and courses exempted should be reflected in the student/ learner's transcript.

6.3. Learning Programmes Alignment as an enabler of SCATS Implementation

To ensure smooth implementation of the SCATS, education and training institutions are required to:

- a) Align new/ proposed programmes with the NQF and SCATS for consideration for accreditation and reaccreditation.
- b) Embark on curriculum review processes of accredited programmes under implementation and align these programmes with NQF and SCATS.
- c) Develop/ align existing quality assurance mechanisms with the requirements of the NQF and the SCATS.

6.4. Key Considerations for Collaborations and Partnerships on SCATS Implementation

- a) To foster wider, coordinated and systematic implementation of the SCATS, the NQF/ Qualifications Unit should implement strategies towards:
 - (i) Strengthening collaborations and partnerships amongst CATS actors at national and international level. SCATS actors must be encouraged to develop articulation agreements/ arrangements with a view to expediting the SCATS uptake;
 - (ii) Developing communities of practice and continued stakeholder involvement framework;
 - (iii) Strengthening collaboration between parties implementing SCATS through learning agreements and communities of practice; and
 - (iv) Strengthening partnerships with development partners.
- b) All education and training institutions should endeavour to make exchange agreements with institutions:
 - (i) That offer transparent descriptions of their programmes, including learning outcomes, credits, learning and teaching approaches and assessment methods;
 - (ii) Whose learning, teaching and assessment procedures can be accepted by both the sending and receiving institutions without requiring the student/ learner to take any additional work or examination;

- (iii) That are duly quality assured according to the Somalia quality assurance system or their respective national systems in the case of foreign institutions.

Note that agreements may not only be made with institutions offering similar programmes, but also with those with different programmes.

7. CHAPTER 7: QUALITY ASSURANCE OF SCATS

7.1. Documentation of CAT Processes

Rules and guidelines on how to compare learning outcomes, contact hours, content and competences should be clearly documented. Outcomes of applications for credit transfer should also be documented for future reference and to ensure consistence of decisions.

7.2. Establishment of Central Database on CAT Activities

The NQF/ Qualifications Unit shall establish a central database of all CAT activities with a view to regulating adherence of the CAT processes to the SCATS requirements.

7.3. Establishment of Internal Quality Committees

Internal quality committees or control circles shall be established in every department or faculty to oversee the implementation of CAT procedures in the respective departments or faculties. The reports from the quality committees or control circles should feed into the broader institutional quality assurance framework and CATS database.

7.4. Development of Articulation and Access Procedures

Progression within and across education and training sub sectors should be clearly outlined. Further, articulation arrangements between education and training institutions should be encouraged.

Feedback from teaching staff and students/ learners on credit transfer should be obtained by means of surveys, student/ learner-staff consultation meetings, staff questionnaires, staff sharing sessions and any other appropriate means to assess the effectiveness of the institutional CATS. As part of the regular programme review, institutions should include in programme review documents reports on CATS implementation together with statistical data, analysis and evaluation. Issues identified from the review should be dealt with promptly at the appropriate level.

8. CHAPTER 8: FINANCING OF SCATS IMPLEMENTATION

8.1. At National Level

Successful implementation of the SCATS will require adequate financial, human and technical resources. Thus, the NQF/ Qualifications Unit will seek funding from the Government driven by the annual budgetary provisions, for the development and implementation of the SCATS at national level. Additional support may be sought from development partners and non-state actors.

8.2. At Education and Training Institutional Level

Education and training institutions shall fund CAT activities from their operational budgets. Applicants may not be charged fees for CAT except that which is deemed administratively necessary.

9. CHAPTER 9: CURRENT/ POTENTIAL LIMITING FACTORS AND STRENGTHS/ OPPORTUNITIES IN THE SCATS IMPLEMENTATION PROCESS

9.1. Current/ Potential Limiting Factors

- a) Lack of standardised curriculum and qualifications framework.
- b) Limited institutional capacity in the development and implementation of CATS.
- c) Financial constraints.
- d) Insufficient technological infrastructure.
- e) Resistance to change and cultural factors.
- f) Challenges in quality assurance and accreditation systems and processes.
- g) Coordination challenges among institutions.
- h) Policy and regulatory gaps.
- i) Assessment and evaluation challenges.

9.2. Strengths and Opportunities

- a) Government and institutional commitment to educational reform.
- b) Existing avenues for and stakeholder acceptance of recognition of qualifications from all forms of learning.
- c) Growing access to digital technology and infrastructure.
- d) Strengthening quality assurance mechanisms.
- e) Growing demand for skilled workforce and education/ training-workforce alignment.
- f) International partnerships and funding opportunities.
- g) Emerging technological solutions for education and training systems.
- h) Increased awareness of and demand for flexible learning pathways.
- i) Alignment of the SCATS with national economic development aspirations.
- j) Regional collaboration and integration opportunities.
- k) Youth-driven demand for digital and modular learning.

10. TOWARDS THE IMPLEMENTATION OF SCATS

The following activities shall be conducted in preparation for the implementation of the SCATS (also see Annex 12.7):

- a) Dissemination of the SCATS at national and institutional levels, through:
 - Sensitisation meetings;
 - Seminars/ workshops; and
 - Publications.
- b) Development of institutional CAT guidelines/ procedures based on the requirements of the SCATS.
- c) Development of harmonised programme benchmarks at national level that incorporates CATS.
- d) Programmes documents, transcripts and qualifications should provide for credit accumulation and transfer.

11. CHAPTER 10: MONITORING AND EVALUATION OF SCATS

11.1. Monitoring and Evaluation

The NQF/ Qualifications Unit should establish a SCATS monitoring and evaluation strategy to ensure the policy objectives are monitored, tracked and evaluated (also see Annex 12.8). To this effect, the NQF/ Qualifications Unit will support and work collaboratively with relevant stakeholders to:

- (i) Develop and implement monitoring and evaluation tools and performance indicators that are integrated in the annual implementation and work plans;

- (ii) Develop and institutionalise tools for effective monitoring and evaluation; and
- (iii) Facilitate peer sharing/ learning and promote transparency among the different SCATS actors.

11.2. Research and Documentation

The NQF/ Qualifications Unit should put in place strategies aimed at enhancing the collection, collation and analysis of data on SCATS to inform policies, planning and decision-making.

11.3. Reporting

Education and training institutions shall submit reports to the NQF/ Qualifications Unit detailing the level of implementation of SCATS. The NQF/ Qualifications Unit will in turn establish and maintain a national database on the SCATS implementation. The information to be gathered will be key in informing decisions pertaining to the level and efficiency of implementation of SCATS in particular, and the education and training sector in general. The information will also form an important input in policy making related to key priority national development sectors.

11.4. Review of the SCATS

The SCATS should be subjected to regular reviews to ensure that it remains effective and up-to-date. The SCATS shall be reviewed after every five years or any such other period as may be determined by the NQF/ Qualifications Unit. Education and training institutions shall also ensure that their guidelines and procedures are reviewed regularly, and updated as and when the SCATS is revised or amended.

12. ANNEXES

12.1. Calculation of student/ learner workload (example)

Student/ learner workload is the basis upon which credits will be allocated under SCATS. Understanding this term is the foundation upon which education and training institutions can build the practice of credit allocation. Unlike the credit hour approach which only considers contact time, the notional hour approach, upon which the SCATS is premised, takes into account all learning activities in the calculation of student workload. The figure below shows how student/ learner workload can be calculated.

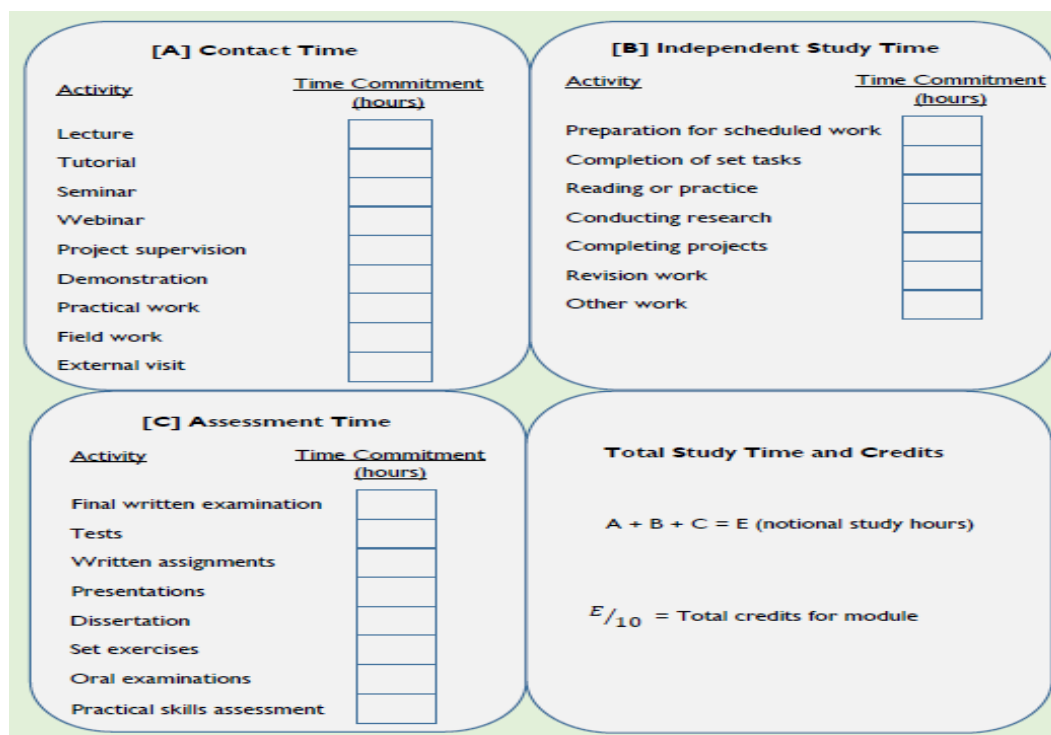


Figure 2: Calculation of student/ learner workload

12.2. Allocating notional hours to a module/course/learning programme (example)

As an example, consider module/ course in Metal Fabrication and Welding. The total time commitment in notional hours for the module/ course can be determined as illustrated in the table below.

Table 1: Example 1: Allocation of Notional Hours to a Module/Course/Learning Programme

Activity	Time Commitment (notional hours)
<i>Contact time</i>	
Lectures	48
Tutorials	6
Group Seminars	4
Field Trips	4
Demonstrations	6
Total	68
<i>Independent study time (indicative)</i>	
Preparation for scheduled sessions	10

Activity	Time Commitment (notional hours)
Writing assignments	8
Reading module material	20
Revision	10
Total	48
<i>Scheduled assessment time</i>	
Tests	1
Final Examination	3
Total	4
Grand Total	120

12.3. Translation of notional hours into credits (example)

Based on the example in 12.2 above, and using the notional hour approach, the credit weighting for the module/ course in Poultry Farming is 12 credits (120/10 = 12). The total credit weighting of a learning programme would be the sum of the credit weighting of all its constituent modules/ courses.

Example 2: Calculate the total notional hours and credits for a semester module (based on 15 weeks) with 4 hours of lecturing per week, 2 hours of tutorials per week, 2 hours of laboratory practical work per week, total of 15 hours of field work, 4 hours of self-directed learning per week, 2 hours of assignment writing per week, total of 2 hours for tests and total of 3 hours for exams.

Formula for calculating credits:

$$TC = \frac{\text{Sum of the total time for all learning activities (Total Notional Hours)}}{10}$$

Where TC = Total Credits
1 credit = 10 notional hours

$$\text{Thus, } TC = \frac{(4 \times 15 \text{ (lectures)}) + 2 \times 15 \text{ (tutorials)} + 2 \times 15 \text{ (practicals)} + 15 \text{ hours (field work)} + 4 \times 15 \text{ (self-directed learning)} + 2 \times 15 \text{ (assignment writing)} + 2 + 3}{10}$$

$$TC = \frac{60 + 30 + 30 + 15}{10} + \frac{60 + 30 + 5}{10} = \frac{230}{10} = 23$$

Therefore, Total Notional Hours = 230, and Total Credits = 23

12.4. Principles for credit systems related to national qualifications frameworks or systems referenced to the European Qualifications Framework (EQF)⁴

The EQF and national qualifications frameworks or systems, by using the learning outcomes approach, should better support individuals when moving (i) between various levels of education and training; (ii) within and between sectors of education and training; (iii) between education and training and the labour market; and (iv) within and across borders. Without prejudice to national decisions to (i) make use of credit systems; and (ii) relate them to national qualifications frameworks

⁴ These common principles are fully compatible with the European Credit Transfer and Accumulation System (ECTS) and the European Credit system for Vocational Education and Training (ECVET).

or systems, different credit systems, where appropriate, should work together with national qualifications frameworks or systems to support transitions and facilitate progression. To this aim, credit systems related to national qualifications frameworks or systems where appropriate, should respect the following principles:

- 1) Credit systems should support flexible learning pathways, for the benefit of individual learners.
- 2) When designing and developing qualifications, the learning outcomes approach should be systematically used to facilitate the transfer of (components of) qualifications and progression in learning.
- 3) Credit systems should facilitate transfer of learning outcomes and progression of learners across institutional and national borders.
- 4) Credit systems should be underpinned by explicit and transparent quality assurance.
- 5) The credit acquired by an individual should be documented, expressing the acquired learning outcomes, the name of the competent credit awarding institution and, where relevant, the related credit value.
- 6) Systems for credit transfer and accumulation should seek synergies with arrangements for validation of prior learning, working together to facilitate and promote transfer and progression.
- 7) Credit systems should be developed and improved through cooperation between stakeholders at the appropriate national and Union levels.

12.5. SCATS linkages with key components of education and qualifications system

12.5.1 SCATS and micro-credentials

Groups of students/ learners engaged with micro-credentials are more diverse than those engaged with full qualifications. These include individual students/ learners, the unemployed and job seekers, out-of-school youth, employees – including new hires, professionals – including associate professionals, technicians, as well as plant and machine operators and assemblers.

Flexibility is one of the major benefits of micro-credentials. Over-regulation of micro-credentials might curb their flexibility.

a) Purpose and users of micro-credentials

The study by Cedefop⁵ showed that the main purposes of micro-credentials are up-skilling and reskilling the labour force, meeting needs and skills gaps in the economy, improving employability and promoting lifelong learning, among others. The main purposes of micro-credentials are related to a quick and accurate response to the needs of the labour market, provision of more flexible learning pathways, ways to recognise prior learning, and to make knowledge, skills and competences more visible.

Further, the study showed that adults in employment are key users of micro-credentials, while unemployed people and those in the initial phases of education are also important users. Micro-credentials make it possible to acquire new skills (e.g. for career progression or to undertake new tasks related to new work processes which might require fairly narrow, specific skills) and to validate existing skills they may have acquired during their employment or elsewhere. The overall findings from the case studies suggest that micro-credentials tend to be used predominantly by adults in continuing VET and as supplements to full qualifications.

⁵ Cedefop (2022). *Micro-credentials for labour market education and training: first look at mapping micro-credentials in European labour-market-related education, training and learning: take-up, characteristics and functions*. Luxembourg: Publications Office. Cedefop research paper, No 87. <http://data.europa.eu/doi/10.2801/351271>. Pg. 69-70, 107.

b) Allocation of credits to micro-credentials

The description of and focus on learning outcomes is strongly emphasised when allocating credits to micro-credentials. Learning outcomes are considered as facilitating the design, delivery and assessment of full qualifications or components of qualifications. The European approach to micro-credentials also highlights the importance of clearly defined learning outcomes as a way to promote overall transparency and provide detailed information regarding what a student/ learner is expected to know and is able to do.

Thus, it can be concluded that the same approach used to allocate credits to full qualifications should be applied to micro-credentials.

c) Minimum credits required for a micro-credential to be placed/ recognised on the SNQF

The length of a learning experience leading to a micro-credential varies significantly, as it depends on the type of provider and its purpose. Learning activities offering specific and very narrow skills and competences are usually shorter in duration compared to partial qualifications. In addition, self-paced learning is emerging via various platforms (e.g. Udacity, Coursera, FutureLearn, EdX), offering even more flexibility, as student/ learner progress depends on individual availability. Some examples of countries that apply different approaches to duration of micro-credentials are as follows:

- (i) France: Open Classrooms, a French private provider of open online learning, provides short learning courses, which last on average between 5 and 15 hours. They also offer modularised courses as part of a specific programme that provides an occupational certificate on completion. The duration of these programmes averages between 6 and 12 months.
- (ii) Malta: Micro-credentials in Malta are offered on a full-time or part-time basis. The duration of full-time courses leading to awards (micro-credentials) is a maximum of 1 year, e.g. Skills kits, Award in retail, Award in basic office skills and Award in vocational skills A and B. Part-time courses vary in duration depending on the subject area. These may be followed either as a bundle or as separate modules/single units. For example, the award in tungsten inert gas pipe welding consists of three units/modules. The student/ learner can opt either to take the course as a bundle or take each unit at a different time spread over a number of years.
- (iii) Estonia: The Estonian Aviation Academy has developed a free online course, 'Introduction to Aircraft' a 3-month course that was made available via the e-learning environment Moodle.
- (iv) Ireland: In Ireland, micro-credentials are incorporated at every level of the National Framework of Qualifications (NFQ)⁶. The Quality and Qualifications Ireland (QQI) specifies that the NFQ's minor, special purpose and supplemental award-types are examples of prototype micro-credentials and perhaps meso-credentials, though micro-credentials can be smaller even than minor awards⁷.
- (v) Australia: The Australian Government (2021) adopted the National Micro-Credentials Framework⁷, which uses the following definition: A micro-credential is a certification of

⁶ Unlike other jurisdictions that use the term National Qualifications Framework (NQF), Ireland calls its own the National Framework of Qualifications (NFQ). Visit: <https://www.qqi.ie/what-we-do/the-qualifications-system/national-framework-of-qualifications>.

⁷ National Microcredentials Framework (2021).

<file:///C:/Users/User/Downloads/National%20Microcredentials%20Framework%20-%20Final%20Framework.pdf>;
<https://www.microcredseeker.edu.au/>.

assessed learning or competency, with a **minimum volume of learning of one hour** and less than an Australian Qualifications Framework (AQF) award qualification, that is additional, alternate, complementary to or a component part of an AQF award qualification.

- (vi) New Zealand: New Zealand Qualifications Authority manages the online Register⁸ of Listed and Approved Micro-credentials, which contains over 400 micro-credentials, which - can be listed at any level of the New Zealand Qualifications and Credentials Framework (NZQCF). Micro-credentials must have at least one credit (10 notional learning hours), and are typically more than 5 credits and less than 40 credits⁹.
- (vii) Portugal: Micro-credentials, though not referred to by that term, have been a part and parcel of the country's education and training landscape for some time now. Portugal has 2 types of micro-credentials: 1) short-term training units; 2) pathways of short and medium duration (PMCD). Currently, there are around 8,673 short-term training units (*unidades de formação de curta duração - UFCD*) with volumes of learning ranging from 25 hours to 350 hours (2.25 to 31.5 credits) in the National Qualifications Catalogue¹⁰. It is important to note that stand alone micro-credentials do not attribute a level of qualification, but they can be stacked into full qualifications. Micro-credentials can be obtained via RPL. The National Qualifications System awards digital certificates upon completion of micro-credentials.
- (viii) Mauritius: In Mauritius, micro-credentials and flexible learning pathways are seen to offer tailored, **bite-sized educational achievements** that can be stacked and accumulated to meet specific career or academic goals, promoting lifelong learning and skill adaptability. In order to bring about uniformity in the design, development, approval, delivery, quality assurance and recognition of micro-credentials in the education and training landscape, the country has developed a National Micro-credentials Framework underpinned by the following five guidelines:
 - a) Guideline 1: Objectives for MC framework, coverage, principles, actors;
 - b) Guideline 2: Definition of MC – information requirements for increased transparency;
 - c) Guideline 3: Credit award and stackability;
 - d) Guideline 4: Inclusion and levelling of MC against NQF, quality assurance; and
 - e) Guideline 5: National register, credit bank and open badge options.

d) Stackability of micro-credentials into full qualifications

Stackability of micro-credentials refers to the certification of learning that can be accumulated into a larger credential or degree. Accumulating and combining micro-credentials within formal education and training systems is already visible in various EU Member States, where traditional VET programmes that lead to a specific qualification are being unbundled and replaced by modularised programmes.

In Spain, for example, the modular structure of vocational training cycles offered by the education ministry allows each student/ learner to decide autonomously the modules for which

⁸ Register, accessed 16/09/2024: <https://www.nzqa.govt.nz/nzqf/search/microcredentials.do>

⁹ Refer to the following links for more information on treatment of micro-credentials in New Zealand: <https://www2.nzqa.govt.nz/tertiary/approval-accreditation-and-registration/micro-credentials/>; <https://www2.nzqa.govt.nz/about-us/rules-fees-policies/nzqa-rules/micro-credential-approval-and-accreditation-rules-2022/>

¹⁰ Portugal's National Qualifications Catalogue: <https://catalogo.anqep.gov.pt/>.

they wish to enrol. In Ireland, the modular nature of the qualifications system already accommodates free-standing qualifications and qualifications as small as five credits; credentials smaller than this can be used as steppingstones into qualifications on the national framework of qualifications by being aggregated and used in recognition of prior learning.

It was established that, most commonly, micro-credentials offered in organisations can be combined into a full qualification, stacked into a larger micro-credential, recognised as part of a student/ learner's education and training programme, added to a student/ learner's individual account or portfolio and recognised as prior learning.

e) Quality assurance of micro-credentials

Ensuring quality is a main prerequisite for micro-credentials to gain trust. A variety of (mainly internal) quality assurance processes is used. Micro-credentials offered within the education and training sector should follow the same standards as qualifications. However, it is worth noting that one of the key characteristics of micro-credentials is their flexibility. Hence, there is need to guard against over-regulation of micro-credentials.

In formal education and training, learning programmes are usually quality assured by well-established procedures. Thus, micro-credentials offered within the formal education and training system should follow the same standards applied to other formal qualifications and credentials. In countries with modularised VET systems, micro-credentials are often considered as modules of full qualifications. According to this approach, modules that are taken separately adhere to specific quality assurance standards, and there is no need for additional quality assurance standards to be introduced. This is also deemed to be the case in higher education institutions that divide their programmes into modules. Inclusion of micro-credentials in NQFs provides de facto trust in their quality.

12.5.2 SCATS for programme design, delivery, and monitoring

The use of credits aids programme design by providing a tool which improves transparency and helps to engender a more flexible approach to curriculum design and development. From an institutional perspective, designing a programme means planning a curriculum and its components in credits, indicating learning outcomes and associated workload, learning activities and teaching methods and assessment procedures/criteria.

The institutional credit framework should cater for the needs of different programmes and support inter and multi-disciplinary approaches. Some institutions foster this understanding by regular training for staff members. Team-based decisions on programme design enhance the coherence of the programme. Higher education institutions need to define their learning and teaching objectives in relation to their study programmes and how they should be delivered and assessed.

The programme is monitored to establish whether the credit allocation, the defined learning outcomes and the estimated workload are achievable, realistic and adequate. Monitoring can be managed in different ways through questionnaires, focus groups, or interviews, or by monitoring the results achieved. Whatever method is used, feedback from students/ learners, staff and where appropriate, stakeholders should constitute an essential element for checking and revising credit allocation. Data on completion times and the assessment results of programmes and their components should also be used.

By making reference to the SNQF level descriptors, credits can be assigned to the NQF levels on the qualifications map, providing guidance to curriculum and learning programmes designers and developers on the minimum credits and by implication the minimum workload for each qualification.

Awarding of credits represent the attainment of learning outcomes, thus contributing to quality assurance of qualifications.

12.5.3 SCATS for mobility

Successful learning mobility requires academic recognition and transfer of credits. Recognition of credits is the process through which an institution certifies that learning outcomes achieved and assessed in another institution satisfy the requirements of one of the programmes they offer. Given the diversity of programmes and Education and training institutions, it is unlikely that the credits and learning outcomes of a single educational component in two different programmes will be identical.

This is even more the case in recognising learning from other learning contexts (for example vocational education and training). An open and flexible approach to the recognition of credits obtained in another learning context, including learning mobility, is therefore recommended, based on compatibility of learning outcomes rather than equivalence of course contents. In practice, recognition means that the number of credits gained for compatible learning outcomes achieved in another context will replace the number of credits that are allocated for compatible learning outcomes at the awarding institution. Institutions should make their recognition policies known and easily accessible.

12.5.4 SCATS and lifelong learning

The higher education learning landscape is changing with the rapid development of more diversified and flexible learning opportunities – including blended learning, new forms of open online learning, Massive Open Online Courses (MOOCs), Open Educational Resources (OER), work-based learning, self-directed learning, individual learning pathways, continuing professional development.

A growing number of students/ learners follow ‘stand-alone’ educational units or courses, without pursuing specific qualifications. Higher education institutions are faced with the need to satisfy a diversified student/ learner group and provide opportunities for individual learning pathways and different modes of learning. Consequently, many are diversifying and offering educational components with innovative modes of learning and teaching for all, through new technologies and Open Educational Resources.

The strength of SCATS is that it can be used in all these lifelong learning contexts, applying the same principles for credit allocation, award, accumulation and transfer. In the same way as credits are allocated to component parts of programmes, credits allocated for open learning and other modes of lifelong learning are based on the workload typically needed to achieve the defined learning outcomes. Institutions of all ‘formally’ (i.e. in the same way and meeting the same standards as conventional higher education institutions) quality assured education and training are encouraged to use SCATS with the same transparent mechanisms as described in this document. This will greatly facilitate transition between different modes of learning, recognition and transfer, while increasing student/ learner and stakeholder confidence in the outcomes of the various learning modes.

12.5.5 SCATS and quality assurance

The primary responsibility for quality assurance lies with each education and training provider. Internal quality assurance involves all procedures undertaken by higher education institutions to ensure that the quality of their programmes and qualifications meets their own specifications and those of other relevant bodies such as quality assurance agencies. External quality reviews undertaken by quality assurance agencies provide feedback to institutions and information to stakeholders. Quality assurance principles and processes apply to all modes of learning and teaching (formal, non-formal, informal, new modes of learning, teaching and assessment).

The following indicators can be used for evaluating the quality of SCATS implementation:

- (i) Educational components are expressed in terms of appropriate learning outcomes, and clear information is available concerning their level, credits, delivery and assessment;
- (ii) Studies can be completed in the time officially allocated to them (i.e. the workload associated with an academic year, a semester, or a single course component is realistic);
- (iii) Annual monitoring examines any variations in patterns of achievement and results gained and follows up with appropriate revision;
- (iv) Students/ learners are provided with detailed information and advice so that they can follow progression rules, exploit options for flexible pathways and select educational components at an appropriate level for their qualification; and
- (v) Students/ learners are informed promptly of their results.

12.6. How to convert credits obtained from different CAT Systems to the SCATS (example)

Table 2: Examples of Regional Credit Systems

REGION	NAME/ TITLE OF CAT SYSTEM	DEFINITION OF CREDIT
Southern African Development Community (SADC)	Guidelines for Southern African Development Community Credit Accumulation and Transfer Systems (SADC-CATS)	10 notional hours = 1 credit
East African Community (EAC)	East African Credit Accumulation and Transfer System (EACATS) in Higher Education	10 notional hours = 1 credit
Bologna Countries; EU + Others (49)	European Credit Transfer and Accumulation System (ECTS)	25-30 hours = 1 ECTS credit
United Kingdom (UK)	Credit Accumulation and Transfer Systems (CATS)	10 notional hours = 1 credit
Asia-Pacific (APAC)	University Mobility in Asia and the Pacific (UMAP) Credit Transfer Scheme (UCTS)	38-48 hours = 1 UCTS credit
Latin America (LATAM)	Latin American Reference Credit (CLAR)	24-33 hours = 1 CLAR credit

Table 3: Examples of Credit Systems in Selected African Countries

COUNTRY	TYPE OF CAT SYSTEM	DEFINITION OF CREDITS
---------	--------------------	-----------------------

Kenya, Seychelles, Africa, Zimbabwe	Ghana, South Zambia,	EACATS/ SADC-CATS	10 notional hours = 1 credit
Angola		Similar to SADC-CATS, in principle	15 notional hours = 1 credit
Uganda		AUCS	15 contact hours = 1 credit
Tunisia		ECTS	25-30 hours = 1 credit
Mozambique		SADC-CATS (TVET), ECTS (HE)	10 notional hours = 1 credit (TVET), 25-30 notional hours (HE)

Table 4: Converting SCATS Credits across different CAT Systems

COUNTRY/ REGION	SOMALIA	EAC AND SADC	UK	BOLOGNA COUNTRIES	LATAM	APAC	USA
Credit Conversion	1 SCATS Credit	1 CATS Credit	1 CATS Credit	0.5 ECTS Credits	0.5 CLAR Credits	0.25 UCTS Credits	0.25 AUCS Credits

12.7. SCATS implementation/action plan template

SN	POLICY ACTION AREA	SPECIFIC ACTIVITIES	EXPECTED DELIVERY DATE	RESPONSIBILITY
1.	Regulatory and Policy Framework: Develop and strengthen legal and policy frameworks for equitable access and seamless progression within and between qualification levels.	<ul style="list-style-type: none"> a) Integrate CATS in the NQF regulation; b) Integrate CATS in the NQF and RPL policies; c) Establish the NQF/ Qualifications Unit to coordinate the development and implementation of the SCATS; d) Synchronise national regulations with regional and global regulations if necessary; and e) Promote synergy between the existing quality assurance framework, standards, guidelines and the SCATS. 	<ul style="list-style-type: none"> a) TBA b) TBA c) TBA d) TBA e) TBA 	<ul style="list-style-type: none"> a) TBA b) TBA c) TBA d) TBA e) TBA
2.	A Common Framework for Programme Development:	<ul style="list-style-type: none"> a) Review the national curriculum and programme development policies/ guidelines and ensure their coherence with the SCATS; 	<ul style="list-style-type: none"> a) TBA b) TBA 	<ul style="list-style-type: none"> a) TBA b) TBA

SN	POLICY ACTION AREA	SPECIFIC ACTIVITIES	EXPECTED DELIVERY DATE	RESPONSIBILITY
	Promote commonality in programme development process, design and assessment approaches to enable compatibility and transferability of qualifications.	<ul style="list-style-type: none"> b) Monitor implementation of the NQF level descriptors which describe the level of: <ul style="list-style-type: none"> i. Credits that have been achieved; ii. Learning outcomes; iii. Minimum entry requirements; iv. Volume of learning/ workload. c) Strengthen quality assurance systems to assure and ensure conformity to the SCATS, and national and international standards of curriculum development; d) Strengthen collaborations between education and training institutions in the development of programmes. 	<ul style="list-style-type: none"> c) TBA d) TBA 	<ul style="list-style-type: none"> c) TBA d) TBA
3.	Institutional Framework: Promote collaboration between stakeholders and institutions participating in CATS and build their capacity to promote accountability and quality of CATS processes.	<ul style="list-style-type: none"> a) Define the role of SCATS actors; b) Assess the capacity of the existing SCATS actors; c) Build capacities of SCATS actors; d) Develop and implement institutional CAT guidelines/ procedures; e) Develop communities of practice and continued stakeholder involvement framework; f) Strengthen collaboration between parties implementing CATS through learning agreements and communities of practice. 	<ul style="list-style-type: none"> a) TBA b) TBA c) TBA d) TBA e) TBA f) TBA 	<ul style="list-style-type: none"> a) TBA b) TBA c) TBA d) TBA e) TBA f) TBA
4.	Quality Assurance System: Strengthen quality assurance systems in the qualifications' sector to promote quality.	<ul style="list-style-type: none"> a) Develop a national quality assurance policy and guidelines; b) Establish sectoral standardised SCATS and processes if necessary; c) Conduct an oversight to ascertain the quality of: programme development, assessment processes and SCATS implementation; d) Establish a Monitoring & Evaluation framework for SCATS; e) Build capacities of quality assurance agencies in quality assuring credit accumulation and transfer processes. f) Conduct Monitoring & Evaluation of the SCATS; 	<ul style="list-style-type: none"> a) TBA b) TBA c) TBA d) TBA e) TBA f) TBA 	<ul style="list-style-type: none"> a) TBA b) TBA c) TBA d) TBA e) TBA f) TBA

SN	POLICY ACTION AREA	SPECIFIC ACTIVITIES	EXPECTED DELIVERY DATE	RESPONSIBILITY
		g) Review the SCATS and continue implementing	g) TBA	g) TBA
5.	Awareness Creation and Publicity Campaign: Promote countrywide awareness and publicity campaigns to promote ownership and transparency.	a) Develop and implement a SCATS communication strategy; b) Ensure dissemination of the SCATS to all stakeholders; c) Coordinate SCATS piloting and national roll out; and d) Implement the SCATS;	a) TBA b) TBA c) TBA d) TBA	a) TBA b) TBA c) TBA d) TBA

12.8. SCATS Monitoring and Evaluation Matrix (National and Institutional Levels)

SN	GOAL	OUTPUT	OUTCOME	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
1.	Increased number of education/training institutions capacity built in development and implementation of internal CATS procedures quarterly	Number of education/training institutions capacity built in development and implementation of internal CATS procedures increased	Enhanced internal and external mobility of learners and workers	Percentage of education/training institutions capacity built in development and implementation of internal CATS procedures	Cumulative number of education/training institutions capacity built divided by the total number of accredited/recognised education/training institutions multiplied by 100	TBA	TBA	TBA	TBA	TBA	TBA
2.	Increased number of education/training institutions with internal CATS procedures per quarter	Number of education/training institutions with internal CATS procedures increased	Enhanced internal and external mobility of learners and workers	Percentage of education/training institutions with internal CATS procedures	Cumulative number of education/training institutions with internal CATS procedures divided by the total number of accredited/recognised education/training institutions multiplied by 100	TBA	TBA	TBA	TBA	TBA	TBA

SN	GOAL	OUTPUT	OUTCOME	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
3.	Increased number of education/training institutions with internal CATS implementation structures per quarter	Number of education/training institutions with internal CATS implementation structures increased	Enhanced internal and external mobility of learners and workers	Percentage of education/training institutions with internal CATS implementation structures	Cumulative number of education/training institutions with internal CATS implementation structures divided by the total number of accredited/recognised education/training institutions multiplied by 100	TBA	TBA	TBA	TBA	TBA	TBA
4.	Increased number of education/training institutions implementing CATS annually	Number of education/training institutions implementing CATS increased	Improved international comparability and recognition of Somalia qualifications. Enhanced internal and external mobility of	Percentage of education/training institutions implementing CATS	Cumulative number of education/training institutions implementing CATS implementation structures divided by the total number of accredited/recognised education/training	TBA	TBA	TBA	TBA	TBA	TBA

SN	GOAL	OUTPUT	OUTCOME	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
			learners and workers		institutions multiplied by 100						
5.	Increased number of learning programmes aligned to the SCATS annually	Number of learning programmes aligned to the SCATS increased	Improved international comparability and recognition of Somalia qualifications. Enhanced internal and external mobility of learners and workers	Percentage of learning programmes aligned to the SCATS	Cumulative number of learning programmes aligned to SCATS divided by the total number of active (current) learning programmes multiplied by 100	TBA	TBA	TBA	TBA	TBA	TBA

SN	GOAL	OUTPUT	OUTCOME	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
6.	Increased number of education/training institutions with local/international CATS collaborations/agreements annually	Number of education/training institutions with local/international CATS collaborations/agreements increased	Improved international comparability and recognition of Somalia qualifications. Enhanced internal and external mobility of learners and workers	Percentage of education/training institutions with local/international CATS collaborations/agreements	Cumulative number of education/training institutions with local/international CATS collaborations/agreements divided by the total number of accredited/recognised education/training institutions multiplied by 100	TBA	TBA	TBA	TBA	TBA	TBA
7.	Increased number of stakeholders sensitised on CATS quarterly	Number of stakeholders sensitised on CATS increased	Improved stakeholder participation in CATS	Number of CATS sensitisation workshops / seminars or other outreach activities conducted	Number of stakeholders sensitised on CATS against set target for the quarter	TBA	TBA	TBA	TBA	TBA	TBA

SN	GOAL	OUTPUT	OUTCOME	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
8.	Increased number of CAT applications processed annually	Number of processed CAT applications increased	Enhanced internal and external mobility of learners and workers	Number of CAT applications processed	Number of CAT applications processed during the year against the number of CAT applications processed in the previous year	TBA	TBA	TBA	TBA	TBA	TBA

12.9. Glossary of Terms

Source: ACQF (2021). *Thematic Brief 1. Concepts and definitions.*

<https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-1-concepts-and-definitions>

Articulation:

The process of forming systemic, specific and individual possibilities of connection between qualifications and/or part-qualifications to allow for the horizontal/ lateral, vertical and diagonal movement of learners through the formal education and training system and its linkages with the world of work. Horizontal articulation is articulation within and between NQF Sub-Frameworks, on the same NQF level whereas vertical articulation is across NQF levels within an NQF Sub-Framework. Diagonal articulation refers to articulation across NQF levels and across NQF Sub-Frameworks.

Certificate:

An official document, issued by an awarding body, which records the achievements of an individual following a standard assessment procedure.

Competence:

Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Credential:

Formal certification issued for successful achievement of a defined set of outcomes – for example, successful completion of a course in recognition of having achieved particular awareness, knowledge, skills or attitude competences; successful completion of an apprenticeship or traineeship.

Credit:

‘Credit’ means confirmation that a part of a qualification, consisting of a coherent set of learning outcomes has been assessed and validated by a competent authority, according to an agreed standard; credit is awarded by competent authorities when the individual has achieved the defined learning outcomes, evidenced by appropriate assessments and can be expressed in a quantitative value (e.g. credits or credit points) demonstrating the estimated workload an individual typically needs for achieving related learning outcomes.

Credit transfer:

Means the process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context.

Employability:

The degree of adaptability an individual demonstrates in finding and keeping a job, and updating occupational skills; relates to portable competences and qualifications that enhance an individual’s capacity to make use of the education and training opportunities available in order to secure and retain decent work.

Evaluation:

Evaluation is the systematic and objective assessment of an ongoing or completed policy, plan or programme, including its design, implementation and results. It aims to assess the relevance and fulfilment of objectives and strategies with the intention of informing decision-making. ‘Formative’ evaluation relates to ongoing activities and helps guide implementation. ‘Summative’ evaluation assesses the results of a particular initiative, after completion.

Formal education and training:

Education or training provided in educational institutions, such as schools, universities, colleges, or off-the-job in a workplace, usually involving direction from a teacher or instructor.

Formative assessment:

A range of formal, non-formal and informal ongoing assessment procedures used to focus teaching and learning activities to improve learner attainment, or which are required for the purpose of a year mark.

Informal learning:

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured (in terms of objectives, time or learning support). Informal learning in most cases is unintentional from the learner's perspective. It typically does not lead to certification.

Knowledge:

Knowledge is central to any discussion of learning and may be understood as the way in which individuals and societies apply meaning to experience. It can therefore be seen broadly as the information, understanding, skills, values and attitudes acquired through learning. As such, knowledge is linked inextricably to the cultural, social, environmental and institutional contexts in which it is created and reproduced.

Learning outcomes:

Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Level descriptor:

A statement describing learning achievement at a particular level of the National Qualifications Framework (NQF) that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.

Micro-credential:

'Micro-credential' means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

Mobility:

- The physical or virtual movement of individuals outside their country for the purpose of studying, researching, teaching, or working.
- Ability of an individual to move and adapt to a new occupational or educational environment. Mobility can be geographical or "functional" (a move to a new post in a company or to a new occupation, a move between employment and education); mobility enables individuals to acquire new skills and this increase their employability).

Monitoring:

Monitoring is the continuous and systematic collection of data on specific indicators in order to provide the main actors of an ongoing development intervention with indications as to the extent of progress and the achievement of objectives (in relation to allocated resources).

Non-formal learning:

Planned learning activities, not explicitly designated as learning, towards the achievement of a qualification or part qualification; often associated with learning that results in improved workplace practice.

Prior learning:

The knowledge, know-how and/or competences acquired through previously unrecognised training or experience.

Qualification:

Means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards.

Qualifications framework:

'A policy and instrument for the development and classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

Qualifications system:

This includes all aspects of a country's activity that result in the recognition of learning. These systems include the means of developing and operationalising national or regional policy on qualifications, institutional arrangements, QA processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society. Qualifications systems may be more or less integrated and coherent. One feature of a qualifications system may be an explicit framework of qualifications.

Recognition:

'Formal recognition of learning outcomes' means the process of granting official status by a competent authority to acquired learning outcomes for purposes of further studies or employment, through (i) the award of qualifications (certificates, diploma or titles); (ii) the validation of non-formal and informal learning; (iii) the grant of equivalence, credit or waivers.

Recognition of prior learning:

The Recognition of Prior Learning (RPL) is a process through which formal, non-formal and informal learning is measured, mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system or workplace. (Source: National Policy for the Implementation of RPL: par 30).

The aim is to make it possible to obtain formal recognition for knowledge gained throughout life, such as in workplaces and own reading or experiences. The RPL process also entails providing support to a candidate to ensure that knowledge is discovered and displayed in terms of a relevant qualification registered on the National Qualifications Framework (NQF).

Skills:

A bundle of knowledge, attributes and capacities that can be learnt and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.

Validation of learning outcomes:

Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against pre-defined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.

Validation of non-formal and informal learning outcomes:

'Validation of non-formal and informal learning' means the process of confirmation by a competent authority that an individual has acquired learning outcomes acquired in non- formal and informal learning settings measured against a relevant standard and consists of the following four distinct phases:

identification through dialogue of particular experiences of an individual, documentation to make visible the individual's experiences, a formal assessment of those experiences and certification of the results of the assessment which may lead to a partial or full qualification.

13. LITERATURE

- ACQF. (2021). ACQF Capacity Development Programme. Thematic Brief 1. Concepts and definitions on qualifications and qualifications frameworks. <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-1-concepts-and-definitions>.
- ACQF. (2022). Guideline 4: Validation and recognition of learning. <https://acqf.africa/resources/policy-guidelines/acqf-guidelines/acqf-guideline-3-validation-of-learning>.
- ACQF. (2023). Policy document. <https://acqf.africa/resources/policy-guidelines/acqf-policy-document-upon-validation-by-au-member-states-en-fr-pt/acqf-policy-document-en>.
- ACQF. (2023). Somalia Baseline Analysis Report.
- Cedefop. (2022). Micro-credentials for labour market education and training: first look at mapping micro-credentials in European labour-market-related education, training and learning: take-up, characteristics and functions. Luxembourg: Publications Office. Cedefop research paper, No 87. <http://data.europa.eu/doi/10.2801/351271>.
- Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 ST/9790/2022/INIT <https://eur-lex.europa.eu/legal-content/DE/TXT/?uri=uriserv:OJ.C .2022.243.01.0010.01.ENG>.
- COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN).
- European Union. (2015). ECTS Users' Guide, Luxembourg: Publications Office of the European Union.
- Federal Republic of Somalia. (2021). General Education Act. Mogadishu, Somalia.
- GIZ. (2021). Draft National Qualifications Framework for Somalia. Authors: Prof. Bastian Baumann, Prof. Volker Gehmlich.
- HEC. (2023). National Credit Value and Transfer System - The Framework. Port-Louis, Mauritius.
- HEC. (2023). National Credit Value and Transfer System - The Guidelines. Port-Louis, Mauritius.
- IEES. (1985). Enhancement of School Quality in Somalia. Educational Efficiency Clearinghouse, Learning Systems Institute, The Florida State University Tallahassee, Florida.
- IUCEA. (2018). East African Credit Accumulation and Transfer System (EACATS) in Higher Education. Kampala, Uganda.
- KNQA. (2021). Kenya Credit Accumulation and Transfer System Policy. Nairobi, Kenya.
- MoECHE – F. A. Saman. (2020). Quality Assurance Framework for Basic Education. Mogadishu, Somalia.
- MoECHE & UNESCO. (2022). Education Sector Analysis: Assessing opportunities for rebuilding the country through education. Mogadishu, Somalia.
- MoECHE. (2017). General Education Law. Mogadishu, Somalia.

- MoECHE. (2018). Education Sector Programme Improvement Grant (2018–2020) Programme Document. Mogadishu, Somalia.
- MoECHE. (2018). Policies for Teachers. Mogadishu, Somalia.
- MoECHE. (2018). Special Education Needs Disability and Inclusive Education Policy. Mogadishu, Somalia.
- MoECHE. (2020). Gender Policy for the Education Sector in Somalia. Mogadishu, Somalia.
- MoECHE. (2020). National Education Policy. Mogadishu, Somalia.
- MoECHE. (2020). Policies for Teachers. Mogadishu, Somalia.
- MoECHE. (2020). Private School Policy. Mogadishu, Somalia.
- MoECHE. (2021). Education System Structure. Mogadishu, Somalia.
- MoECHE. (2021). National Alternative Basic Education (ABE) Policy and Curriculum Framework. Mogadishu, Somalia.
- MoECHE. (2021). Quality Assurance Framework. Mogadishu, Somalia.
- MoECHE. (2022). Education Sector Strategic Plan (2022–2026). Mogadishu, Somalia.
- MoECHE. (2022). National Quality Assurance Supervision Report, Somalia. Mogadishu, Somalia.
- MoECHE. 2017. National Curriculum Framework. Mogadishu, Somalia.
- MPIED. (2020). Somalia National Development Plan 2020 to 2024. Mogadishu, Somalia.
- SADC. (2021). Guidelines for Southern African Development Community Credit Accumulation and Transfer Systems (SADC-CATS). Gaborone, Botswana.
- SAQA. (2021). Policy for Credit Accumulation and Transfer within the National Qualifications Framework. Pretoria, South Africa.
- SIPAM Institute. (2019). POLICY BRIEF: Standardization of Higher Education Sector in Somalia. Danwadaagta, Wadajir off road Aden Adde International Airport, Mogadishu. <https://sipaminstitute.org/Publication/Standardization-of-Higher-Education-Sector-in-Somalia.pdf>.
- World Bank. (2018). Study on Understanding the Role of Non-State Education providers in Somalia – Final Report. Washington, DC: World Bank.
- ZAQA. (2023). Credit Accumulation and Transfer Systems Policy. Lusaka, Zambia.
- ZIMCHE. (2017). Zimbabwe Credit Accumulation and Transfer System: Guidance on Programme Design and Credit Weighting in Higher Education. Harare, Zimbabwe.