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ANNEX 2

to the Commission Implementing Decision on the financing of the multiannual action plan in favour of Sub-Saharan Africa for 2022-2024 Part 1

Action Document for Intra-Africa Academic Mobility Scheme V

MULTIANNUAL PLAN

This document constitutes the multiannual work programme in the sense of Article 110(2) of the Financial Regulation, and action plan in the sense of Article 23(2) of NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

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| 1. Title CRIS/OPSYS business reference Basic Act | Intra-Africa Academic Mobility Scheme V OPSYS 60668 Financed under the Neighbourhood, Development and International Cooperation Instrument (<u>NDICI-Global Europe</u>)/ Overseas Association Decision/European Instrument for International Nuclear Safety Cooperation Regulation |
| 2. Team Europe Initiative | No |
| 3. Zone benefiting from the action | The action will be carried out in Sub-Saharan countries. |
| 4. Programming document | Multi-Annual Indicative Programme for Sub-Saharan Africa 2021-2027 |
| 5. Link with relevant MIP(s) objectives / expected results | Human Development – Education Result 2.4: Skills and competences are increased through learning mobility opportunities at regional and continental level, with a special focus on youth. |
| PRIORITY AREAS AND SECTOR INFORMATION | |
| 6. Priority Area(s), sectors | Priority area 1: Human Development |
| 7. Sustainable Development Goals (SDGs) | Main SDG (1 only): Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG Goal 5: Achieve gender equality and empower all women and girls SDG Goal 8: Decent work and economic growth SDG Goal 9: Foster innovation SGD Goal 13: Take urgent action to combat climate change and its impacts |
| 8 a) DAC code(s) | 114 – Post Secondary Education - 100% 11420 - Higher education – 100% |
| 8 b) Main Delivery Channel | European Commission 42001 |

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| 9. Involvement of multilateral partners | No | | | |
| 10. Targets | <input type="checkbox"/> Migration <input checked="" type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education ¹ <input type="checkbox"/> Human Rights, Democracy and Governance ² | | | |
| 11. Markers (from DAC form) | General policy objective @ | Not targeted | Significant objective | Principal objective |
| | Participation development/good governance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Aid to environment @ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Gender equality and women's and girl's empowerment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Trade development | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Reproductive, maternal, new-born and child health | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Disaster Risk Reduction @ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Inclusion of persons with Disabilities @ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Nutrition @ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | RIO Convention markers | Not targeted | Significant objective | Principal objective |
| | Biological diversity @ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Combat desertification @ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Climate change mitigation @ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Climate change adaptation @ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12. Internal markers and Tags: | Policy objectives | Not targeted | Significant objective | Principal objective |
| | Digitalisation @ digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services | <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Connectivity @ transport people2people | <input type="checkbox"/> | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

¹ This target is specific to INTPA. If the action is marked as contributing to the Education target, please make sure the target on "Social inclusion and Human Development" is also marked.

² Thematic target for geographic programmes (at least 15%) in delegated act.

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| | energy | | <input type="checkbox"/> | <input type="checkbox"/> |
| | digital connectivity | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Migration @ (methodology for tagging under development) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Reduction of Inequalities (methodology for marker and tagging under development) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Covid-19 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

BUDGET INFORMATION

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|------------------------------|---|
| 13. Amounts concerned | <p>Total estimated cost: EUR 60,000,000</p> <p>Total amount of EU budget contribution EUR 60,000,000</p> <p>The contribution is for an amount of EUR 28,000,000 from the general budget of the European Union for 2022:</p> <p>BGUE-B2022-14.020120-C1-INTPA (West Africa): EUR 9,800,000</p> <p>BGUE-B2022-14.020121-C1-INTPA (East and Central Africa): 9,800,000</p> <p>BGUE-B2022-14.020122-C1-INTPA (Southern Africa and Indian Ocean): 8,400,000</p> <p>and for an amount of EUR 32,000,000 from the general budget of the European Union for 2024:</p> <p>BGUE-B2024-14.020120-C1-INTPA (West Africa): EUR 11,200,000</p> <p>BGUE-B2024-14.020121-C1-INTPA (East and Central Africa): 11,200,000</p> <p>BGUE-B2024-14.020122-C1-INTPA (Southern Africa and Indian Ocean): 9,600,000</p> <p>subject to the availability of appropriations for the respective financial years following the adoption of the relevant annual budget, or as provided for in the system of provisional twelfths</p> |
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MANAGEMENT AND IMPLEMENTATION

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| 14. Type of financing | The European Education and Culture Executive Agency (EACEA) will implement the Action through direct management, grants (call for proposals) and procurement of services. |
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1.2 Summary of the Action

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| <p>The Intra-Africa Academic Mobility Scheme is built on the positive experience of the related previous programmes, the Intra-ACP Academic Mobility Scheme (2010-2013) and Intra-Africa Academic Mobility Scheme I-IV (2016-2020). The action aims at further contributing to the economic, social and human development of Africa by improving the skills and competences of students, trainees and staff through learning mobility opportunities across the African continent.</p> <p>By paying specific attention to reinforce mechanisms to guarantee a more equal and inclusive learning mobility for all, the action will support mobility projects between African Higher Education Institutions (HEIs) focusing, amongst other subjects, on the areas linked to climate change and green transitioning, in line with the EU commitment to support the Adaptation Fund for 100 MEUR in response to the decisions of the UNFCCC COP26, held in Glasgow in November 2021.</p> <p>In the medium term, the scheme will support the harmonisation of programmes and outcome-based curricula between participating HEIs, and the development of mechanisms for improved transparency and recognition of credits/degrees and other qualifications, in view of enhancing academic and labour mobility in the continent. The action foresees also to support the HEIs in their capacities to implement the mobility projects and therefore their</p> |
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partnerships and academic cooperation, with the aim to contribute to the “African Higher Education and Research Space”.

Moreover, by supporting a reinforced collaboration between HEIs and business for the students and trainees’ mobility, the action will also strengthen skills anticipation and matching, as well as innovation and knowledge transfer between academia and enterprises, by responding to the high-level skills demand and knowledge needs to support green economies and digital transformation in the continent.

Finally, the Intra-Africa Academic Mobility Scheme will synergise with the Erasmus + actions as well as with the EU regional programme “Harmonisation of African Higher Education Quality Assurance and Accreditation (HAQAA III)”, by contributing to the EU comprehensive strategy to strengthen the higher education systems in the continent.

The action is part of the ‘Youth Mobility for Africa’ initiative which aims to support learning opportunities and exchanges and, ultimately, to promote Africa as an attractive study destination. ‘Youth Mobility for Africa’ is a component of the Flagship on Education, Skills and Technical and Vocational Training, under the EU-Africa Global Gateway Investment Package.

2 RATIONALE

2.1 Context

Africa is home to over 1 billion people, a figure that will increase to 2 billion in 2050 due to its demographic structure: with 77% of its population below the age of 35 and 40% under the age of 15, Africa is the region of the world with the youngest population. Within the next 15 years, some 375 million African young people are expected to reach working age. They are Africa’s greatest asset to transform the continent’s political, social and economic prospects, a critical role that is highlighted in the Agenda 2063, the continental strategic framework for inclusive and sustainable development of the African Union.

Despite a massive increase in enrolment rates over the last decades, less than 10% of African 18-24 year olds are involved in some form of post-secondary education or training and Africa represents only about 6.4% of global tertiary education enrolments. The increase in enrolment has not addressed the issue of inclusivity, and equitable access to higher education remains a key concern. Similarly, while the number of universities in Africa has been multiplied by 20 over the last 50 years, with an ever growing number of private universities opening, quality of higher education remains a key concern. If it has improved in the recent years, it remains insufficiently integrated in international academic networks and continues to fall short of the necessary standards for catalysing knowledge-driven economies and societies, due to the insufficient relevance of curricula to meet the labour market opportunities, lack of qualified academic staff and weak governance and management mechanisms. The gender imbalance remains significant, both in the enrolment rate of girls and young women and in the proportion of female teachers, academia and staff at all levels. All these challenges, including the geographical imbalance across African countries to access to quality higher education, have been exacerbated by the COVID-19 pandemic.

The priority in Africa is to develop more inclusive and sustainable education systems that reflect better the needs of the local societies and economies, as well as to enhance networking among educational institutions. This requires strengthening the management and governance of the education sector at all levels, stimulating closer ties with economic actors and supporting exchanges of practices that can drive quality and innovation.

Addressing those challenges and providing young people with education, training and skills, and preparing them for future opportunities, expected by a growing green economy, is therefore central to the Africa -European Union partnership in the area of migration, mobility and employment .

The Intra-Africa Academic Mobility Scheme has always been aligned, since its inception, with the priorities defined by the European Union – notably to promote the European Education Area in the world - as well as with the African Union (AU) key continental policies, notably Agenda 2063, the African Continental Free Trade Area (AfCFTA), the AU Free Movement Protocol and the Continental Education Strategy for Africa (CESA 2016-

2025) that stresses the importance of the harmonisation of education systems and the role that intra-African mobility plays to contribute to regional integration.

The Action is also consistent with the AU and EU policies in the area of environment, climate change and green economy. It aligns with the ambitions formulated at multiple policy levels including for example (a) the EU's Green Deal, (b) the EU-AU partnership's vision of the role of youth and education in sustainability (Joint Press Statement of AU and EU Ministers of Foreign Affairs in October 2021), (c) the African Union Africa's Climate Change and Resilient Development Strategy and Action Plan (2022-2032) and (d) findings of the COP26.

This Action is instrumental in promoting the EU's vision on climate neutrality and climate transition expressed in the Green Deal by supporting partnerships that strengthen the role of schools, training institutions and universities in engaging learners, parents, and the wider community on the changes needed for a successful transition. In line with the objective of mainstreaming sustainable development through education (SDG 4.7), the Action will target studies and research on the green economy and greening existing practices. This will ensure knowledge creation and sharing towards greener economies and climate change resilience in Sub-Saharan Africa.

At national level, the programme is intended to be a tool to boost the performance of the domestic education and training systems to meet the knowledge, competencies, skills, research, innovation and creativity required to promote sustainable development, whilst taking due account of gender equality promotion.

Finally, the action contributes also to the external dimension of the EU's Digital Education Action Plan and to the AU "Digital Transformation Strategy for Africa (2020-2030)" that highlights Digital Transformation as a driving force for innovative, inclusive and sustainable growth and seeks to boost capacities for participation in the digital economy through increasing access to relevant skills development.

2.2 Problem Analysis

Short problem analysis:

According to demographic projections, Africa's population in the years to come will continue to grow and be predominantly composed of young people who will aspire to better living conditions and will seek decent work opportunities. While this means that African countries will need to generate millions of new jobs, it also requires young people to have the relevant skills to seize those opportunities or to create their own. Higher education is a sector which provides significant social and economic returns by building human capital, generating local knowledge and capacities and fostering active citizenship and entrepreneurship. It is, therefore, critical to promote its quality and relevance, by ensuring also an inclusive and equitable accessibility.

However, the employability of University graduates is a major challenge for all African countries. In Uganda and Tanzania, 61% to 83% of graduates couldn't find a job for lack relevant skills for the job market (Action Aid Baily Monitor, Nakimuli 2017, Nakimili & Turyahebwa Abanis 2015).

Academic capacities in many African countries are limited and also study options are not widely available everywhere. Mobility is a mean to increase access to a wider range of qualifications and specialisations, especially for countries where study options are limited, as well as for ensuring continuous supply of academic qualified staff needed to widen the teaching and training capacities of HEIs in a various range of fields. Quality academic staff shortage is one of the main challenge faced by African Higher education institutions due to brain drain and poor working conditions. In the CEAC regions, less than 20% of the Academic staff holds a PhD, and the majority of the Academic staff is hired on a temporary basis.

The positive role played by mobility schemes is widely acknowledged, as demonstrated by tracer surveys such the Scholarship holders' impact survey conducted under the Intra-ACP Academic mobility scheme³. Mobility programmes provide a significant momentum for change in higher education systems and institutions as they foster innovation through exposure and exchanges of good practices.

³ The publication is available on the website of the Publication Office of the EU at the following link: <https://op.europa.eu/en/publication-detail/-/publication/8a4ddd9-c7dd-11ea-adf7-01aa75ed71a1/language-en/format-PDF/source-search>

Mobility can help individuals to develop skills, achieve formal qualifications, and indirectly increases employability and entrepreneurship. Research capacity is also strengthened, both at individual and institutional levels. Mobility of academic staff is beneficial for improving the quality of teaching and research. Through exchanges of experiences and by comparing their practices and curricula, university staff can modernise learning, teaching and assessment methods as well as pedagogy. Mobility is also an important dimension of their professional development. This aspect is particularly relevant in the context of climate change and environment related study and research activities as well as fostering an emphasis on green and greening economy.

Other existing initiatives aiming at enhancing students mobility such African centres of excellence (ACE) financed by the World Bank, or inter states universities implemented in Senegal (*Centre African d 'Etudes Supérieures de Gestion, Ecole Inter-Etats de Sciences et Médecine Veterinaires de Dakar; Ecole Supérieure Multinationale de Télécoms*) virtual universities and international campuses, have significantly increased the number of students and contributed to develop critical sectors and appear as relevant alternatives or may complement to studies abroad. In 2019, the ACE had delivered 2782 (Doctorates and Masters), 10500 new graduate are expected from the next batch in 2023 (including 1000 Doctorates and 6000 Masters in specific areas).

Finally, mobility schemes require establishing ad hoc financial and operational mechanisms, cooperation agreements between HEIs, and is an integral part of HEIs' internationalisation strategies. Therefore mobility of administrative staff is also an inherent part of the programme.

In view of enhanced labour mobility within Africa, intra-Africa traineeships are a tool to link students to other labour markets in Africa, including in the greening economy, and they enable integration of the outcomes into the curricula. Moreover, the inclusion of a traineeship programme will stimulate the needed professionalization of career services at HEIs.

Mobility remains a major challenge, in particular in Africa, for it requires financial resources as well as adequate institutional collaboration frameworks for the HEIs involved in order to make the programmes sustainable and efficient. Mobility encompasses deeper transnational collaboration and the need to remove barriers to allow HEIs to interact effectively and be innovative. Uncertainties over academic and professional recognition of degrees and periods of studies for students and about implications on salaries, performance appraisals or professional development opportunities for staff remain a major obstacle to mobility. It is also particularly important to reach out to more disadvantaged or vulnerable groups of students within the HEIs, either through the mobility directly or as beneficiaries of an improved teaching offer. There is clearly a “leaky pipeline” in African higher education and on the work floor, which warrants supporting women empowerment (also) through mobility opportunities. For example, in Ethiopia, of all academic staff holding a bachelor, 19% are women; of all academic staff holding a PhD, 8% are women⁴.

Since its inception, the Intra-Africa Academic mobility Scheme has contributed to support Higher Education (HE) in Africa. The action has gradually become a reputable mechanism supporting the mobility of students and staff as well as enhancing the internationalisation and modernisation of higher education institutions in Africa, through e.g. recognition agreements, or through exposure, improved practices and better understanding of the educational mobility features. It aims also at complementing existing student mobility programmes by addressing the important gaps in the distribution of academic opportunities across the continent due to historical and socio-economic factors.

Actions to enhance information and communication on mobility and learning opportunities across the continent will also contribute to the objective of the programme: this initiative will support the African continental integration and promote the African continent as a study destination for African students, by focusing on the promotion of quality, equity and inclusiveness on the access of learning mobility.

The specific focus on climate change and environmental matters among other priorities such as health and the reduction of poverty, is aimed at raising awareness, increasing capacities and fostering dissemination of knowledge, understanding and skills and competences to effectively address these challenges. This is of particular relevance, as Africa faces high vulnerability whilst being responsible for only a low percentage of global greenhouse gas emissions. Hence, there is a need to understand, create awareness on, and be able to react to the specific impact of climate change on the diverse eco-systems in Africa.

⁴ [Ministry of Education Ethiopia \(moe.gov.et\)](http://moe.gov.et)

Furthermore, addressing disparities in participation in the digital economy through fostering digital transformation in Africa is key to economic development. In particular this sector requires contextualised solutions, as Africa is embracing digitalisation quickly, but also requires faster solutions. The Intra-Africa Academic Mobility Scheme projects could also promote the development of digital skills and competences as well as innovative and technological learning solutions for staff (developing new practices as a result of exposure to new tools), and for students (as a result of feedback from the study or traineeships).

To address all the issues above, best practices will be inspired by African and European experiences such as the Mwalimu Nyerere African Union Scholarship Scheme launched in 2007 and the European Universities Initiative (EUI). The Nyerere African Union Scholarship Scheme contributes to the production and retention of high calibre African human capital for sustainable development of the continent in critical development areas, while promoting regional integration through intra-African mobility of students. The EUI supports systemic, structural and sustainable transnational alliances amongst European universities, with a focus on quality, performance, attractiveness and international competitiveness. .

Finally, the mobility scheme will be efficient in addressing the challenges described above by complementing other EU programmes, including Erasmus+ and Horizon Europe. This complementarity will be ensured as part of the programme, as well as referring to the EU bilateral intervention at country level in the same fields.

The main stakeholders of the action are the African Higher Education Institutions (HEIs), which will participate in cross-regional partnerships and will send and host students, trainees and staff.

The final beneficiaries of the programme are the students at master and doctoral levels, the trainees and the staff (academic and administrative) members of African HEIs, who will benefit from mobility abroad to another African HEI.

Other key stakeholders of the programme are:

- EU Higher Education Institutions (as EU technical partners);
- Ministries responsible for Higher Education and Research in African countries;
- African National and Regional Accreditation and Quality Assurance Agencies;
- Non-governmental organisations (NGOs), local authorities, public and private sector entities
- Other organisations working in the field of Higher Education in Africa and in Europe;
- African student organizations such as Alumni Associations, in particular the African Students and Alumni Forum (ASAF) supported by the EU;
- The African Union Commission (AUC);
- European Commission (DG INTPA and DG EAC) and European Union Delegations.

African Regional Economic Communities (RECs) are not specifically targeted by the action but regional institutions in Africa working in the field of higher education and climate change may be asked to support dissemination and information initiatives.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The Overall Objective of this action is to increase skills and qualifications across the African continent.

The Specific Objectives of this action are to:

1. Promote inclusive learning mobility opportunities, with a focus on participation of women and on climate change;
2. Increase the employability of higher education students and trainees, specifically in green jobs, and their entrepreneurship;
3. Improve the quality, relevance, internationalisation and climate change focus of higher education in Africa.

The Outputs to be delivered by this action contributing to the corresponding Specific Objectives are:

Outputs contributing to Specific Objective 1

- 1.1 Improved mechanisms for the international transparency and recognition of studies/degrees and qualifications in the participating HEIs (also contributes to Specific Objective 3).
- 1.2 Strengthened HEIs capacity to manage international partnerships, mobility flows and career services (also contributes to Specific Objective 3).

Outputs contributing to Specific Objective 2

- 2.1 Enhanced knowledge, competences and skills of beneficiaries of mobility scholarship, including women and those from disadvantaged backgrounds (also contributes to Specific Objective 1).
- 2.2 Enhanced cooperation of HEIs and business including on climate change area.

Outputs contributing to Specific Objective 3

- 3.1 Improved knowledge transfer, quality of higher education and information exchange on study opportunities in the African Higher Education and Research Space between HEIs.
- 3.2 Knowledge, competences and skills in the field of climate change adaptation and mitigation are strengthened across countries and stakeholders (also contributes to Specific Objective 2).

3.2 Indicative Activities

Activities related to Output 1.1: Improved mechanisms for transparency and international recognition of studies/degrees and qualifications in the participating HEIs (also contributes to Specific Objective 3).

The programme will bring together HEIs from different regions which will have to set up adequate mechanisms to organise the exchanges, such as arrangements to compare curricula and competences, and recognise the study periods abroad. Activities are related to creating an understanding of the paradigm shift from input-centred to outcome-based systems and study programmes through the use of learning outcomes in the design of study programmes as well as in their consideration for learning, teaching and assessment. Activities should take stock and be fully aligned with the outcomes of the HAQAA-3, to develop an African Credit Accumulation and Transfer System.

Recognition practices will need to be adapted to ensure that recognition is done on the basis of acquired knowledge, skills and competences instead of comparing input factors, such as text books, names of courses and modules. The participating HEIs will facilitate the comparability and academic recognition of acquired periods of study, learning outcomes, training, research and teaching through agreed mechanisms between the home and host HEIs with a view to favouring the creation of an African Higher Education and Research Space. In this sense, it will be a minimum requirement for all partners to consider the study period abroad as an integral part of the study programme. Full academic recognition shall be given by the home HEI for the study period learning outcomes (including examinations or other forms of assessment) acquired at the host HEIs. At the end of the period of study abroad, the host HEI will provide the incoming student as well as the home HEI with a diploma and/or transcript of records with the study results confirming that the programme has been completed. Where relevant, delivery of

a diploma supplement is also recommended. Universities will also commit to applying the relevant African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA) and adhering to the principles of UNESCO's Addis Ababa Convention on the recognition of studies, certificates, diplomas, degrees and other academic qualifications on Higher Education in African States when engaging in the programme.

Activities related to Output 1.2: Strengthened HEIs capacity to manage international partnerships, mobility flows and career services (also contributes to Specific Objective 3).

The HEIs implementing the awarded projects from EACEA's call for proposals will set up mechanisms to ensure sound management of the partnership and address all the aspects linked to the organisation of the mobility scheme on the basis of an assessment of their current capacities in this regard. To enhance their capacities, they will put in place procedures and criteria for the selection of staff and students, particularly women and recently graduated Bachelors from disadvantaged backgrounds, to take part in the individual mobility activities. HEIs will set up quality assurance mechanisms to assess the overall project implementation (including management and cooperation arrangements, application and selection processes, institutional services, and support before and during mobility, post-mobility periods). EU HEIs will be associated to the projects as technical partners to provide assistance and knowledge transfer in managing international mobility schemes. The establishment of mechanisms to manage the mobility flows will contribute to strengthen the modernisation and internationalisation strategies of HEIs. This will in turn increase HEIs' capacity to forge partnerships with other institutions to undertake joint collaboration and research. The career services of the HEIs will be also strengthen thank to the traineeship actions and the collaboration with the private sector. All these activities will be complementary to the support offered by the Capacity Building for Higher Education (CBHE) action of the Erasmus + programme.

Furthermore, kick-off and cluster meetings, various training sessions will be organised by EACEA for the participating HEIs in order to guide them in implementing large scale mobility schemes. Such meetings will also provide opportunities for networking and exchange of good practices.

Activities related to Output 2.1 Enhanced knowledge and skills of beneficiaries of mobility scholarship, including women and beneficiaries from disadvantaged backgrounds; (also contributes to Specific Objective 1).

EACEA will launch calls for proposal open to African HEIs and EU HEIs as technical partner and possible associated partners, to implement intra-Africa mobility projects. The selected projects will entail the organisation and implementation of student mobility in accredited master level and doctoral programmes and mobility of trainees for placement periods (traineeship) in private or public enterprises/organisations. Academic mobility can be short term (credit-seeking mobility - leading to the academic recognition by the home institution of the study period spent at the host institution based on learning outcomes) or for a complete course of an academic programme (degree-seeking mobility - leading to the award of a degree by the host institution after the successful completion of the studies) and the recognition of the degree by competent authorities in the home country. The programmes promotion and selection processes will be gender-sensitive with the aim to ensure gender balance among the scholarship holders. Adequate means will need to be ensured by the partnerships to attract applications from (young) women.

PhD candidates from universities with low academic capacities should be encouraged to return in their University of origin to strengthen academic capacities.

Activities related to Output 2.2: Enhanced cooperation of HEIs and business including climate change area

The HEIs implementing the awarded projects from EACEA's call for proposals will establish links and agreements with private and/or public business actors in view of developing a mobility scheme for traineeship periods. This will allow HEIs to better understand their needs for skills, and trainees to undergo substantial and meaningful research and workplace experiences particularly in the climate change and digital transition and increase their employment opportunities, also through enhanced career services. Knowledge gained in this area can be used to further improve study programmes by ensuring the relevance of learning outcomes for the needs of industry and economy (e.g. use of digital applications relevant for climate change adaptation for which skills development and research are necessary)It will also foster the systematic involvement of business and industry in the governance of HEIs, in particular at the programme level, but also addressing applied research and the increasing demand for digital skills and literacy in Africa.

Activities related to Output 3.1 Improved knowledge transfer, quality of higher education and information exchange on study opportunities in the African Higher Education and Research Space between HEIs

EACEA will launch calls for proposal open to African HEIs and European HEIs as technical partner and possible associated partners, to implement intra-Africa mobility projects. The projects will foresee the organisation and implementation of staff exchange opportunities with the provision of teaching/training, research assignments and other services. The target staff is academic, administrative or technical staff, particularly women, staff with a disability, and from disadvantaged backgrounds, working at the partner HEIs. Such exchanges will be instrumental for capacity building of the participating HEIs, exchange of experience in international relation offices, building networks, exchange of practices/methods in teaching and research, curriculum development activities, developing new collaboration projects, etc. In addition, the foreseen role of a European HEI as technical partner in the partnerships will also contribute to the knowledge and experience sharing. The identification of good practices and subsequent dissemination is both related to soft and hard aspects of study programmes, i.e. the curricula and range of study options as well as the administrative and management aspects in terms of systems to support internationalisation, in terms of policies, processes and procedures.

EACEA will also implement activities to promote “Study in Africa” opportunities to improve communication and visibility of the Higher education institutions in Africa. In this framework, online information resources will be made available and dissemination events such as students’ fairs, campus visits and information days will be organized ensuring accessibility for all. These dissemination activities will be enhanced by the Flagship Initiative “Youth Mobility for Africa” under which other opportunities offered by other EU and MS programmes for African students will also be promoted.

Activities related to Output 3.2: Knowledge and skills in the field of climate change adaptation and mitigation are strengthened across countries and stakeholders (also contributes to Specific Objective 2)

An established percentage of the selected projects will address the thematic fields related to environment, climate change (40%), with a particular attention to the impact on women’s lives. Another focus to be supported is the Greening of existing practices and economy, by promoting the use of digital technologies necessary to promote the green agenda. This means that the mobility of students will be implemented in academic programmes or traineeships/job placements linked to and supporting these subjects. In the implementation phase, the proposals will be required to prove how the project activities will contribute tackling climate change issues and improving environmental protection by building national and local knowledge and capacity on climate change and environment management needed by employers and policy makers and its relevance to local circumstances and priorities. This will both concern a focus on new fields (green economy) and the adaptation of practices in existing areas through a focus on greening businesses and economies in a sustainable manner. Furthermore, activities strengthening awareness and ownership of adaptation and climate risk reduction processes at local level, national and regional level will be also supported, by promoting the green and digital transition agendas in the continent

3.3 Mainstreaming

Environmental Protection & Climate Change

A special attention will be paid to environmental protection and climate change in the mobility programme, notably in relation to EIAs and environmental health in the workplace and also on climate adaptation, notably by looking into the Africa Union’s Programme of Action for the implementation of Sendai Framework for Disaster Risk Reduction 2015-2030 in Africa, in line with the Africa Regional Strategy for Disaster Risk Reduction and how the European Union is addressing the Green Deal.

Outcomes of the SEA screening

N.A.

Outcomes of the EIA (Environmental Impact Assessment) screening

N.A.

Outcome of the CRA (Climate Risk Assessment) screening

N.A.

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that the Action will prioritize measures aiming to support gender equality, youth and women participation and empowerment. The mobility programmes' promotion and selection processes will be gender-sensitive with the aim to ensure gender balance among the beneficiaries (staff, students and trainees). Adequate means will need to be ensured by the projects to attract mobility applications from women. The action will take into account specific requirements such as the needs of student mothers, the impact of climate change on gender equality and addressing disparity in women's participation in STEM fields of study. To ensure that such issues are duly taken into consideration by HEIs universities, the guidelines of the Calls for Proposals shall require proposals to mention their plans in terms of gender equality. HEIs will be expected to present their strategy to address the priorities of gender equality both for academic mobility and traineeships and to provide details on the measures that will be taken by the partnership to achieve gender balance and ensuring a do-not-harm approach.

Human Rights

The right to education (human right) is universal and inalienable and Higher education has three core functions (research, teaching and service to the community). Several conventions have enshrined it in international law, thereby placing binding commitments on ratifying States. Provision on the right to a quality education inclusive of human rights values appears in such treaties at the UN Education, Scientific and cultural Organization's Convention against Discrimination in Education (1960) and the International Covenant on Economic, Social and Cultural Rights (1966). Education is the primary vehicle by which economically and socially the people living in the most vulnerable situations can lift themselves out of poverty and obtain the means to participate fully in their communities. Therefore, this action will respect the Human Rights based approach in all the phases of the action.

Disability

The action will strive to increase the participation of students and staff with special needs, but also students coming from disadvantaged socio-economic backgrounds, or vulnerable students, for instance students with a refugee status and those coming from fragile and least developed countries/regions. The action will foresee specific measures to encourage the participation of people with disabilities and support them throughout the duration of the mobility schemes. Moreover, one of the requirements of the call for proposals is that HEIs should present their strategy to address the priorities of inclusiveness for vulnerable students. Flexible registration/enrolment mechanisms for exchanges for vulnerable students who might have difficulty to apply otherwise should be present and clearly communicated to the target groups. HEIs should provide details on the measures that will be taken by the partnership. In particular, the applicants will have to indicate how the process of selection of scholarship holders respects minimum objective criteria (academic merit, disadvantaged background, gender balance and favourable treatment of students with disability) to ensure a transparent and fair selection of students and staff. These elements are carefully analysed and evaluated during the selection process.

Democracy

N.A.

Conflict sensitivity, peace and resilience

N.A.

Disaster Risk Reduction

N.A.

Other considerations if relevant

N.A.

3.4. Risks and Lessons Learnt

| Category | Risks | Likelihood (High/ Medium/ Low) | Impact (High/ Medium/ Low) | Mitigating measures |
|----------|---|---|-------------------------------------|--|
| 3 | Risk 1: Lack of experience of Africa higher education institution in preparing good proposals | M | M | Information and guidance will be provided by EACEA, also through EU Delegations, to support less experienced universities to apply. |
| 2 | Risk 2: Lack of experience of African higher education institutions in managing large scale EU funded projects, notably scholarship schemes | M | H | Information and guidance will be provided by EACEA via trainings and exchanges of practices. Involvement of EU technical partners to support the organisation and implementation of the scheme and share good practices from other EU initiatives. |
| 1 | Risk 3: Difficulties for scholarship holders to leave their country and enter the host country/ies | L | H | Support from EU Delegations might be requested if necessary. Accent will be put on the services to be provided to outgoing and incoming students (i.e. language courses, logistics, etc.) |
| 3 | Risk 4: Under-performing students and risk of non-completion of the mobility | M | M | Mentoring system and quality assurance mechanisms are in place in host HEIs to prevent or address the issue. Close monitoring by EACEA. |
| 2 | Risk 5: Low representation of women and of vulnerable groups among the scholarship applicants and holders | M | M | Focus on promotion to relevant target group (potential women candidates/vulnerable groups). Close monitoring during assessment of proposals and implementation by EACEA. Communication strategy to reach out to such groups |
| 1 | Risk 6: Epidemic crisis/political unrest / natural catastrophes leading to closure of HEIs/borders | L | M | Flexible approach allowing for blended learning, hybrid or fully online. |
| 1 | Risk 7: Negative impact of the action on climate change | M | L | Ensuring climate friendly policies for the implementation of the mobility phases |

Lessons Learnt:

Under the previous Intra-Africa Academic Mobility Scheme, four calls for proposals were organised in the period 2016-2020. Since 2016, 28 projects, involving 78 different African HEIs from 29 African countries, were selected to organise about 1,800 mobility flows for students and staff. The response rate to the calls of proposals has steadily grown, i.e. from 38 to 148, and led to competitive selection processes with 5% success rate in the last selection round in 2020. These facts show the strong interest of higher education institutions for the scheme.

The selected projects continue to organise and implement international mobility flows between different African countries, so far about 900 students and staff members from 41 countries were selected for a mobility.

As regards to the impact of such programmes on individuals and institutions, the following is stated in the Intra-ACP Academic Mobility Scheme – Scholarship Holders’ Impact Survey Results:

-An opportunity to pursue studies and academic or professional training abroad can be a very enriching experience that enables scholarship holders to develop new competencies and hone already existing skillset. Scholarship holders strongly agree that the Intra-ACP Academic Mobility Scheme had a substantial impact on their specialised knowledge (92%), personal development (96%), skills and expertise (95%), and their career (88%).

-The positive effects of the programme have not been only limited to individual scholarship holders. The results of the survey suggest that both home and host institutions have benefitted from their participation in the Mobility Scheme. Respondents believe that the most significant positive effect on home HEIs can be observed in the strengthened research capacity (69%), development of scientific/academic capacity (67%), and research innovation (60%).

Furthermore, the recent evaluation of EU Development cooperation support to higher education in partner countries and the experiences in implementing the predecessor programmes show that:

- mobility programmes contributed significantly to the capacity development of individuals (students and university staff) and their employability;
- They have induced positive changes for the capacity of the participating HEIs, with regard to their internationalisation activities and such spheres as quality assurance (e.g. creation or reinforcement of international offices, conclusion of bilateral/multilateral institutional agreements for capacity building and modernisation of the HEIs, collaboration work between participating HEIs);
- In particular, HEIs put in place practical arrangements to compare curricula and recognise the study periods in another country, thereby identifying scope for greater harmonisation. However, more capacity to use and apply learning outcomes based approaches is required;

Moreover, the focus on university-level partnerships has encouraged capacity-building among academic and administrative staff and their departments, and among students. At the same time, the following recommendations were made:

- Monitoring systems relating to, inter alia, career pathways of students and staff participating in the mobility programme should be reinforced (e.g. students/graduates trackers);
- The possibilities offered by the programme to establish links with the labour market (i.e. short internships) are very limited and should be better exploited by reinforcing – inter alia – traineeship opportunities;
- The capacity of HEIs and their staff to participate effectively in such programmes is of great importance and needs to be further supported. Indeed, where such capacities are present to an appropriate level, results tend to be more positive than in cases where capacity was relatively under-developed;
- Despite the increase in the number of countries represented and variety of HEIs participating, there is a need to extend the participation of under-represented countries/regions, as well as participation from fragile and least developed countries;
- Additional measures of support are required for HEIs that are currently disadvantaged because of their lack of capacity;
- Ownership among the beneficiary HEIs should be further developed, and priority should be given to the involvement of heads of HEIs / university leaders, as well as national ministries and agencies;
- Building on the momentum created by the previous generation of programmes and the increased awareness is important as well as ensuring continuity in the action.
- Need for blended learning opportunities to respond to the challenges of force majeure cases such as pandemic or to facilitate the participation of more vulnerable participants.

3.5. The Intervention Logic

The underlying intervention logic for this action is that Higher Education has a direct impact on the socio-economic development of partner countries and catalyses economic growth, innovation and competitiveness through the supply of skilled graduates.

The programme is based on the assumption that mobility of students and staff between HEIs helps them acquire stronger knowledge and skills, as well as knowledge and skills in areas that are not available at home HEIs, and at the same time contributes to improving the quality and relevance of teaching and learning through exchanges of practices. Moreover, the development and implementation of mobility of trainees help reinforce partnerships between the higher education and private and public sector employers, increase career service capacities and contribute to understand their needs for skills, improve labour market readiness, employability and entrepreneurship of individuals and builds intra-African networks.

The programme will include calls for proposals launched by EACEA to select mobility projects implemented by partnerships of HEIs in Africa (in cooperation with EU HEIs as technical partner and possible participation of associated partners), whereas the activities to promote “Study in Africa” opportunities will be directly implemented by EACEA.

40% of selected mobility projects will be in the thematic areas related to climate change, while other areas such as health, digital and innovation will be selected in consultation with DG INTPA services on call-by-call basis. Through the calls for proposals, the action will offer a critical mass of scholarships and traineeships to the next generation of African students with a view to reinforce their skills and employability on emerging economic sectors (digital, green, health, innovation).

All calls for proposals on mobility projects will require HEIs to ensure their proposals address the following requirements:

- A communication and dissemination strategy for ensuring impact and sustainability;
- An African cross-regional approach to the mobility agreement proposed;
- The inclusion of people with fewer opportunities, including people with disabilities as beneficiaries of the mobility;
- Gender balance of potential beneficiaries;
- The inclusion in the mobility partnerships of African countries and universities that benefited less (or not at all) from the previous phases of the action;
- A balance between universities of different capacity, including if possible involvement of centres of excellence, to ensure distribution of knowledge across Africa.

The higher education institutions involved in the mobility projects will need to put in place adequate mechanisms to organise the exchanges, such as arrangements to compare curricula and recognise the study periods in another country and quality assurance tools to manage the mobility flows. This will help increase their internationalisation and capacity to forge partnerships with other institutions to undertake joint collaboration and research. Moreover, the fact that the programme is bringing together partners from different regions will enhance harmonisation and standardisation of higher education and make a substantial contribution to advancing regional integration.

New skills are needed in a broad range of sectors, including those directly linked to environment and climate change, sustainability and climate action, as well as in areas that require more environmental conscious practices. The focus on this thematic area of 40% of selected mobility projects will foster development of skills and competencies in targeted areas of academia and the labour market including new green jobs. It will thereby also place additional focus on raising awareness and disseminating practices that support climate friendly businesses and economic practices, by reinforcing the role the universities as producer of climate change practical solutions. The creation of meaningful universities partnership with public and private stakeholders will be key in the selection criteria of the projects, with the aim to promote universities are agents of change in the global climate change response.

By strengthening the African Higher Education and Research Space and focusing on quality, equity and inclusiveness, this initiative will support the African continental integration, promote the African continent as a study destination for African students and enhance workers mobility across the continent.

To achieve these objectives, the action will be implemented in close collaboration with the EUDs and with the implementing partner of the ‘Harmonisation, Quality Assurance and Accreditation in African Higher Education Initiative’ (HAQAA2), aiming to support the Pan-African Quality Assurance and Accreditation Framework (PAQAF).

Furthermore, it seeks complementarity with the Erasmus+ programme, in particular the capacity building projects for higher education and vocational education and training, also building on experiences of the EU University Alliances.

3.4 Logical Framework Matrix

At action level, the indicative logframe should have a maximum of 10 expected results (Impact/Outcome(s)/Output(s)).

It constitutes the basis for the monitoring, reporting and evaluation of the intervention.

On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest.

New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action.

The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

| Results | Results chain (a): Main expected results (maximum 10) | Indicators (a): (at least one indicator per expected result) | Baselines (values and years) | Targets (values and years) | Sources of data | Assumptions |
|------------------|---|---|--|--|---|--|
| Impact | To increase knowledge, skills, competences and qualifications across the African continent | <p>1.1 Number of traineeships organised thanks to the action.</p> <p>1.2 Number of students acquiring international qualifications in African countries (disaggregated by sex).</p> <p>1.3 Employment rate of higher education graduates (disaggregated by sex).</p> <p>1.4 Number of international students out of the total student population disaggregated by sex and by level (Master/PhD) registered at universities.</p> | TBD in inception phase | | | <i>Not applicable</i> |
| Outcome 1 | Promote inclusive learning mobility opportunities, with a focus on participation of women and on climate change | <p>1.1 Number of students, trainees and staff members who benefitted from the Action (disaggregated by sex and country).</p> <p>1.2 Percentage of students/trainees with fewer opportunities;</p> <p>1.3 Percentage of students/trainees from least</p> | <p>1.1 853 mobility flows (as of 10/2/2022): 482 Master students, 253 Doctoral candidates, 118 Staff members; 0 for trainees. staff members (W: 40; M: 81). 59 of the staff members are academics (W: 12; M: 47). 59 are administrative staff members (W: 26; M: 3)</p> <p>1.2 Not yet measured</p> <p>1.3 in the previous phases of the programme, 41% of total scholarship holders</p> | <p>1.1 : 2500 mobility flows, of which by approximately 40 projects</p> <p>1.2 – 1.6 TBD at inception phase.</p> | <p>EC Corporate databases for the selected projects and the mobility</p> <p>Progress and Final Reports; Surveys to participating institutions; Programme Evaluation</p> | <p>Regional organisations support the harmonisation of national higher education systems</p> <p>Companies and public sector bodies interested in collaboration with universities</p> |

| | | | | | | |
|------------------|---|--|---|-----------------------------------|---|--|
| | | <p>developing countries, disaggregated by sex;</p> <p>1.4 Number of HEIs involved for the first time in the programme.</p> <p>1.5 Number of students who have their qualification recognised after participating in the programme.</p> <p>1.6 Percentage of mobility scheme projects involving countries from different linguistic areas.</p> <p>1.7 Number of projects implemented in the thematic areas related to climate change.</p> | <p>came from a least developed country. 12% are women and 29% are men.</p> <p>1.4 78 different HEIs in the previous phase of the programme</p> <p>1.5 – 1.6 Not yet measured</p> <p>1.7 11 projects selected between 2016 and 2020 in the areas related to environment and climate change</p> | 1.7: 40% | | |
| Outcome 2 | Increase the employability and entrepreneurship of higher education students and trainees, specifically in green jobs | <p>2.1 Number of traineeship agreements, disaggregated by country, organised thanks to the action.</p> <p>2.2 Employment rate of students and trainees, disaggregated by sex and country, who benefitted from this action (12 months after graduation).</p> <p>2.3 % of students and trainees, disaggregated by sex and country, who report a positive</p> | <p>2.1 : Not yet measured</p> <p>2.2 Not yet measured</p> <p>2.3 Not yet measured</p> | 2.1 – 2.3: TBD at inception phase | <p>Progress and Final Reports; Surveys to scholarship holders/alumni; Programme Evaluation</p> <p>Satisfaction survey</p> | Labour market needs are reflected in degree programmes and related curricula |

| | | | | | | |
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| | | <p>impact from their participation in the mobility programme on their future career development.</p> <p>2.4 Employment rate of students and trainees in green jobs, disaggregated by sex and country, who benefitted from this action (12 months after graduation).</p> | 2.4 Not yet measured | 2.4 40% of projects funded by the programme are on climate change | | |
| Outcome 3 | <p>Improve the quality, relevance, internationalization and climate change focus of higher education in Africa</p> | <p>3.1 Number of participating institutions where new outcome-based curricula are developed or revised as a result of the mobility projects.</p> <p>3.2 % of credits / courses recognised by home HEIs.</p> <p>3.3 % of students who have their study period abroad fully recognised by their home institutions with the support of this action.</p> <p>3.4 Average time required for decision by home HEI on recognition.</p> <p>3.5 Number of joint research projects and joint publications - developed between HEIs and/or centres of excellence, thanks to the action.</p> <p>3.6 Number of policy papers shared with policymakers in the participating countries.</p> <p>3.7 Number of stakeholders and participants, internal and external to the projects, disaggregated by sex, involved</p> | <p>3.1 Not yet measured for this action – available values from previous phases of the programme: 142 instances of participation by 78 different HEIs from 28 countries . 4 countries from central Africa (9 HEIs), 6 from Eastern Africa (18 HEIs), 4 from Northern Africa (13 HEIs), 7 from Southern Africa (20 HEIs), 7 from Western Africa (18 HEIs).</p> | TBD at inception phase. | <p>Progress and Final Reports; Surveys to participating institutions; Programme Evaluation</p> | <p>Mobility of staff enables them to upgrade their teaching capacities, knowledge and skills</p> <p>Regional organisations support the harmonisation of national higher education systems</p> <p>Companies and public sector bodies interested in collaboration with universities</p> |

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| | | <p>in the dissemination of activities of the projects.</p> <p>3.8 Number of climate change research projects integrating gender-responsive elements.</p> | | | | |
| Output 1 related to Outcome 1 | <p>1.1 Improved mechanisms for the international recognition of studies/degrees and qualifications in the participating HEIs</p> | <p>1.1.1 Number of agreements on mutual recognition of study periods concluded between participating institutions with the support of this action.</p> | Not yet measured for this action | TBD at inception phase | <p>Progress and Final Reports; Surveys to scholarship holders/alumni and to participating institutions; Programme Evaluation</p> | |
| Output 2 related to Outcome 1 | <p>1.2 Strengthened HEIs capacity to manage international partnerships, mobility flows and career services</p> | <p>1.2.1 Number of participating HEIs which have developed internal procedures to implement international mobility projects, with the support of this action.</p> <p>1.2.2 Number of institutions which developed an internationalisation strategy, internationalisation offices/structures or improved the existing ones, with a particular attention to gender sensitivity.</p> | Not yet measured for this action | TBD at inception phase | <p>Progress and Final Reports; Surveys to scholarship holders/alumni and to participating institutions; Programme Evaluation</p> | |
| Output 1 related to Outcome 2 | <p>2.1 Enhanced knowledge and skills of beneficiaries of mobility scholarship, including women and those from disadvantaged backgrounds</p> | <p>2.1.1 Number of students and trainees, disaggregated by sex and country and disability (if possible), who successfully completed the mobility scheme.</p> <p>2.1.2 Number of students and trainees, disaggregated by sex</p> | Not yet measured for this action | TBD at inception phase | <p>Progress and Final Reports; Surveys to scholarship holders/alumni; Programme Evaluation</p> | |

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| | | <p>and country and disability (if possible), who report a positive impact of the mobility on their skills or personality.</p> <p>2.1.3 Number of staff, disaggregated by sex and country and disability (if possible) and separated by academic / admin staff, who report a positive impact of the mobility on their skills and professional competence.</p> | | | | |
| Output 2 related to Outcome 2 | 2.2 Enhanced cooperation of universities and business including climate change area | <p>2.2.1 Number of established agreements between participating HEIs and business partners through the mobility projects (traineeship, joint research projects etc.).</p> <p>2.2.2 Number of relevant dissemination activities involving public and private partnerships.</p> | Not yet measured for this action | TBD at inception phase | Progress and Final Reports; Surveys to scholarship holders/alumni and to participating institutions; Programme Evaluation | |
| Output 1 related to Outcome 3 | 3.1 Improved knowledge transfer, quality of higher education and information exchange on study opportunities in the African Higher Education and Research Space between HEIs | <p>1.1. Number of visits to the ‘Study in Africa’ webpage</p> <p>3.1.2 Number of dissemination events (such as webinars, student fairs and campus visits) organized within the “Study in Africa” initiatives.</p> | <p>3.1.1: 0</p> <p>3.1.2: 0</p> | TBD at inception phase. | Progress and Final Reports; Surveys to participating institutions; Programme Evaluation; event reports | |
| Output 2 related to outcome 3 | 3.2 Knowledge and skills in the field of climate change adaptation and mitigation are strengthened across countries and stakeholders | 3.2.1 Number of students and staff, disaggregated by sex, who undertook mobility activities in the thematic areas related to or impacting on climate change. | 3.2.1 The 11 projects have so far implemented 426 mobility flows on climate change | TBD at inception phase | Progress and Final Reports; Surveys to scholarship holders/alumni | |

| | | | | | | |
|--|--|--|------------------------|--|---|--|
| | | 3.2.2 Number of climate change and ecosystem related studies / publications supported by the action. | 3.2.2 Not yet measured | | and to participating institutions; Programme Evaluation | |
|--|--|--|------------------------|--|---|--|

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with the African Union or other AU Member States.

4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 84 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures⁵.

The entire action will be implemented by the Education and Culture Executive Agency (DG EACEA) through a sub-delegation. The specific tasks that are delegated to EACEA will be indicated in a separate Commission's decision which amends the delegation act of EACEA for the period 2020-2027.

EACEA will be the contracting authority for the grant and procurement procedures.

4.4 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply, subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realization of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.5 Indicative Budget

| Indicative Budget components | EU contribution (amount in EUR) |
|--|--|
| Implementation modalities – cf. section 4.3 | |
| All Objective/Outputs composed of | 60 000 000 |
| Grant (direct management) | 55 000 000 |
| Procurement (direct management) | 5 000 000 |

⁵ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

| | |
|-------------------------------------|---|
| Evaluation – cf. section 5.2 | it will be covered by another Decision ⁶ |
| Audit – cf. section 5.3 | |
| Contingencies | 0 |
| Total | 60 000 000 |

4.6 Organisational Set-up and Responsibilities

A Steering Committee will be set up to oversee, provide advice, monitor project implementation and validate the overall policy orientations of the programme.

The Steering Committee will be composed of EACEA and the European Commission (INTPA A2 and DG EAC C3). In line with the principles of the strategic partnership between Africa and the Union referred to in Article 9.1 of Regulation (EU) No 233/2014, the African Union Commission will participate in the Steering Committee.

Other stakeholders may be represented with an observer status upon invitation by the Steering Committee. In its capacity as member of the Steering Committee, the African Union will be invited to designate one member to participate in the Evaluation Committee, to be appointed in compliance with the principles set out in the Financial Regulation.

To support the work of the Steering Committee, feedback and input from the participating HEIs and beneficiaries will be collected by EACEA through its monitoring activities and participatory practices, such as surveys, cluster meetings etc.

Finally, the Steering Committee will also monitor the coherence and synergies with actions implemented with other EU-funded projects, in particular those funded also in the framework of the NDICI-Global Europe Regulation in the field of higher education.

DG INTPA A2 will be responsible for the management of the action. Close cooperation will be ensured throughout the programme with EACEA. INTPA A2 will be associated in the evaluation process of the calls for proposals and it will be also involved in the information and dialogue with AUC and national authorities and concerned EUDs.

EUDs will be also implicated in the monitoring of the projects (e.g. as observers in the projects steering committees), as well as in the communication actions and in the selection of the projects.

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner’s responsibilities through the adapted corporate grant management tool (eGrants). To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix (for project modality) and the partner’s strategy, policy or reform action plan list (for budget support).

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

The implementing partner will be responsible for monitoring and reporting on indicators of the logframe matrix, including the collection of baselines and data collection in the inception phase of the action.

⁶ Where the action is not covered by a financing agreement (see section 4.1), but ‘will be covered by another Decision’ as it is unlikely that evaluation and audit contracts on this action would be concluded within N+1. These contracts have to be authorised by another Financing Decision.

5.2 Evaluation

Having regard to the nature of the action, a mid-term and final evaluation(s) will be carried out for this action or its components via independent consultants or through a joint mission via an implementing partner. It will be carried out for problem solving, accountability and learning purposes at various levels, taking into account in particular the fact that several innovative approaches will be tested in the evolving landscape of African Higher education mobility programmes which will produce valuable lessons learnt for the way forward. This evaluation will be undertaken in close collaboration with participating organizations.

The evaluation reports shall be shared with partner countries and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

The evaluation will be gender and human rights sensitive, assess gender equality and human rights results and implementation of rights-based approach working principles (participation, non-discrimination, accountability and transparency).

5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle adopts a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

It remains a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation continues to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources are instead to be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

Appendix 1 REPORTING IN OPSYS

An Intervention⁷ (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its external development operations. As such, Interventions constitute the base unit for managing operational implementations, assessing performance, monitoring, evaluation, internal and external communication, reporting and aggregation.

Primary Interventions are those contracts or groups of contracts bearing reportable results and respecting the following business rule: ‘a given contract can only contribute to one primary intervention and not more than one’. An individual contract that does not produce direct reportable results and cannot be logically grouped with other result reportable contracts is considered a ‘support entities’. The addition of all primary interventions and support entities is equivalent to the full development portfolio of the Institution.

The present Action identifies as:

| | | |
|-------------------------------------|-------------------------|--|
| Action level | | |
| <input checked="" type="checkbox"/> | Single action | Present action: all contracts in the present action |
| Group of actions level | | |
| <input type="checkbox"/> | Group of actions | Actions reference (CRIS#/OPSYS#): <Present action> <Other action> |
| Contract level | | |
| <input type="checkbox"/> | Single Contract 1 | <foreseen individual legal commitment (or contract)> |
| <input type="checkbox"/> | Single Contract 2 | <foreseen individual legal commitment (or contract)> |
| | (...) | |
| <input type="checkbox"/> | Group of contracts 1 | <foreseen individual legal commitment (or contract) 1> <foreseen individual legal commitment (or contract) 2> <foreseen individual legal commitment (or contract) #> |

⁷ [Ares\(2021\)4450449](#) - For the purpose of consistency between terms in OPSYS, DG INTPA, DG NEAR and FPI have harmonised 5 key terms, including ‘action’ and ‘Intervention’ where an ‘action’ is the content (or part of the content) of a Commission Financing Decision and ‘Intervention’ is a coherent set of activities and results which constitutes an effective level for the operational follow-up by the EC of its operations on the ground. See more on the [concept of intervention](#).