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This action is funded by the European Union

ANNEX 5

of the Commission Implementing Decision on the Annual Action Programme 2018 of the DCI Pan-African Programme to be financed from the general budget of the European Union

Action Document for Intra-Africa Academic Mobility Scheme III and IV

INFORMATION FOR POTENTIAL GRANT APPLICANTS

WORK PROGRAMME FOR GRANTS

This document constitutes the work programme for grants in the sense of Article 110(2) of the Financial Regulation in the following sections concerning calls for proposals: 5.4.1. and 5.4.2.

1. Title/basic act/ CRIS number	Intra-Africa Academic Mobility Scheme III and IV CRIS number: DCI/PANAF/041-467 financed under the Development Cooperation Instrument (DCI)	
2. Zone benefiting from the action/ location	Pan-African The action shall be carried out at the following location: Africa	
3. Programming document	Multi-annual indicative programme (MIP) for the Pan-African programme 2018-2020	
4. Sector of concentration/ thematic area	Investing in People – education, science, technology, skills	DEV. Aid: YES ¹
5. Amounts concerned	Total estimated cost: EUR 20 000 000 Total amount of EU budget contribution EUR 20 000 000 The contribution is for an amount of EUR 10 000 000 from the general budget of the European Union for 2018 and for an amount of EUR 10 000 000 from the general budget of the European Union for 2019, subject to the availability of appropriations following the adoption of the relevant budget.	
6. Aid modality and implementation modality	Project Modality Direct management, grants (call for proposals) and procurement of services, through EU executive agency: Education Audio-visual and Culture Executive Agency (EACEA)	
7 a) DAC codes	114 – Post Secondary Education - 100% 11420 - Higher education – 100%	
b) Main Delivery Channel	11000 - Donor Government 11004 - Other public entities in donor country	

¹ Official Development Aid is administered with the promotion of the economic development and welfare of developing countries as its main objective.

8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective
	Participation development/good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality (including Women In Development)	<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"/>
	RIO Convention markers	Not targeted	Significant objective	Main 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Global Public Goods and Challenges (GPGC) thematic flagships	N/A			
10. Sustainable Development Goals (SDGs)	Main SDG: <ul style="list-style-type: none"> • SDG 4 ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all") Secondary SDGs: <ul style="list-style-type: none"> • SDG 5 ("Gender equality") • SDG (8 "Decent work and economic growth") 			

SUMMARY

During the 5th Africa-EU Summit of 2017, African and European Heads of States and Governments committed to further "invest in people" and to support "*concrete initiatives in terms of recognition of qualifications, partnerships between institutions and mobility of young students, staff and researchers, in particular women and girls, and foster partnership between institutions, in order to develop and transfer knowledge and technology and to strengthen the ties between the two continents*". [This is also reflected in the Abidjan Action Plan under the strategic area 1 "Investing in People – education, science, technology and skills development"]].

The Multiannual Indicative Programme for the Pan-African Programme for the period 2014-2017² already reflected this priority, which has gradually come to the fore in the Africa-EU Partnership in recent years. Based on the experience of the Intra-ACP Academic Mobility Scheme (2010-2013), the EU supported the Intra-Africa Academic Mobility Scheme under which two calls for proposals were organised by the Education, Culture and Audiovisual Executive Agency (EACEA) respectively in 2016 and 2017.

The present Action Document is adopted under the sector of cooperation "Investing in People – education, science, technology, skills" of the Multiannual Indicative Programme for the Pan-African Programme for the period 2018-2020. It aims at further supporting the Intra-Africa mobility scheme, with a view to enhance human capital development by supporting the

² C(2014)5375 final of 30.7.2014.

mobility of students and staff (academic and administrative) between African Higher Education Institutions (HEIs).

At the level of the individuals, the programme will help them acquire knowledge and skills – including transversal skills, through mobility periods abroad in another African Higher Education Institutions. As far as students are concerned, it is thus expected that the programme will help increase their employability. The programme will also enable academic and administrative staff to exchange experiences and be exposed to new methodologies, thereby supporting their professional and personal development and improving the quality and relevance of academic programmes, teaching and research, university management and services.

The scheme, which also aims to build the institutional capacities of Higher Education Institutions in managing international mobility activities, will contribute to enhance their internationalisation strategy.

In the medium term, the scheme is expected to support the harmonisation of programmes and curricula between participating institutions and the development of mechanisms for the recognition of credits/degrees and qualifications, thereby contributing to the realisation of the "African Higher Education and Research Space".

A revision to the Delegation Act of EACEA is planned, which will update its mandate to cover this work programme following its adoption.

1 CONTEXT

1.1 Sector/Country/Regional context/Thematic area

According to the UN World Population Prospects³, Africa's population reached 1.3 billion in 2017 and is projected to grow rapidly, reaching 1.7 billion in 2030 and 3 billion in 2063. Africa's young population is rapidly growing and expected to double to over 830 million by 2050.

While this "youth bulge" could represent an unprecedented opportunity for the continent, youth accounts for 60% of all of Africa's jobless population and an estimated 95 million young men and women in sub-Saharan Africa, are uneducated and are either unemployed or engaged in precarious jobs.

For this increase in the working age population to translate into more inclusive economic growth across the continent, it therefore requires purposeful policies and notably quality education and more comprehensive education-to-employment strategies.

In this regard, it is considered that cross-border cooperation and international mobility can help improve the quality of higher education and enhance the skills of individuals.

1.1.1 Public Policy Assessment and EU Policy Framework

In its Agenda 2063, the role of the citizens in driving the vision of the African Union (AU) is underlined under Aspiration 1 "*A Prosperous Africa, based on Inclusive Growth and Sustainable Development*", which recognises that educated citizens and skills revolution will drive growth and development and Aspiration 6 "*An Africa whose Development is people driven, relying on the potential offered by African People, especially its women and youth, and caring for children*".

³ 2017 revision.

The "*Continental education strategy for Africa*" (CESA 2016-2025) articulates the ambition of the AU to build an integrated continent through a harmonised education system where intra-African mobility and skills portability are essential. Furthermore, it calls for a paradigm shift towards transformative education and training systems to meet the knowledge, competencies, skills, research, innovation and creativity required to nurture African core values and promote sustainable development.

These priorities are in line with the new European Consensus on Development⁴, which prioritises efforts aimed at "*ensuring access to quality education for all is a prerequisite for youth employability and long-lasting development*". Committed to support inclusive life-long learning and equitable quality education, the EU pays special attention to education and training opportunities for girls and women. Efforts are not limited to addressing the education sector and are also meant "*to ensure everyone has the knowledge, skills, capabilities and rights they need to enjoy a life in dignity, to be fully engaged in society as responsible and productive adults, and to contribute to the social, economic and environmental well-being of their communities*".

The importance of quality education is therefore recognised as critical, not as an end in itself, but for the role it can play in strengthening the skills and potential of people.

1.1.2 Stakeholder analysis

The targets of the programme are the African Higher Education Institutions (HEIs), which will participate in cross-regional partnerships, and will send and host students and staff (academic and administrative).

The final beneficiaries of the programme are the students at master and doctoral level and the staff members of African HEIs, who will benefit from mobility abroad, to another African HEI.

The other key stakeholders of the programme are:

- EU Higher Education Institutions as EU technical partners;
- Non-governmental organisations (NGOs), local authorities, small and medium enterprises (SMEs), etc., as associated partners;
- The African Union Commission (AUC) which will participate in the evaluation of the proposals and in the monitoring of the projects pursuant to section 5.7 below;
- European Commission services which are involved in the selection process and in the monitoring of the projects.

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 quality assurance may be asked to support information dissemination and quality of studies and accreditation⁵.

1.1.3 Priority areas for support/problem analysis

According to demographic projections, Africa's population in the years to come will predominantly be composed of young people who will aspire to a better living 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.

⁴ OJ C 210 of 30.6.201.

⁵ Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES), the Inter-University Council of East Africa (IUC-EA), the Southern African Development Community (SADC), the Southern African Regional Universities Association (SARUA), the Higher Education Quality Management Initiative for Southern Africa (HEQMISA), the Association of African Universities (AAU) and North Africa and the Middle East region plans to establish an Arab Quality Assurance Network for Higher Education (ANQAHE). ECOWAS is also supporting an intra-regional mobility programme in West Africa.

If the importance of quality school education to enable children to acquire essential foundation skills is fully recognised, higher education is also a sector which provides significant social and economic returns, by building human capital and generating local knowledge and capacities. Ensuring its quality and relevance to the needs of the society and the economy is therefore critical.

In this respect, the positive role played by mobility schemes is widely acknowledged. At the individual level, tracer surveys (in particular the survey conducted under the Intra-ACP Academic mobility scheme) have highlighted the benefits that the students gained from their mobility experience, both in terms of skills and of career prospect. Mobility can help individuals acquire formal qualifications but it also supports personal development by mobilising and strengthening soft skills such as communication and intercultural skills, language, team spirit, problem solving, etc. Experience has shown that mobility actions can thus indirectly increase the employability of students.

In addition, mobility programmes provide a significant impetus for change in universities and higher education systems.

The implementation of mobility schemes, which requires the establishment of ad hoc financial and operational mechanisms and services as well as cooperation agreements between institutions for the recognition of the study periods abroad, is an integral part of the internationalisation strategies of the institutions. It also implies changes of practices within participating universities, in particular for administrative staff (working for instance in international or financial services which are essential in the implementation of mobility schemes).

Besides, the mobility of academic staff members is beneficial for improving the quality of teaching and research. Through exchanges of experiences and by comparing their practices and the content of their curricula, university staff can modernise their teaching methods and pedagogy. Mobility must also be seen as an important dimension of their professional development.

Mobility schemes which significantly benefit individuals therefore also impact positively institutions and foster institutional changes.

However, mobility remains a major challenge, in particular in developing countries, for it requires financial resources as well as adequate institutional collaboration frameworks for the institutions involved in order to make the programme sustainable and efficient. It is also particularly important to reach out to more disadvantaged or vulnerable groups of students within the Higher Education institutions, either through the mobility directly or as beneficiaries of an improved teaching offer.

The Intra-Africa Mobility Scheme is designed to address those challenges and needs.

2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
1. Non-transparent procedure for the selection of students and staff by selected universities	L	Guidance on the organisation of the selection process and objective criteria will be provided as part of the call for proposals. Universities will sign inter-institutional agreements which lay out the selection requirements.

2. Difficulties for scholarship holders to leave their country and entering the host country/ies	M	Information will be provided to embassies of the host countries to facilitate the visa application process. Support from EU Delegations might be requested if necessary.
3. Under-performing students and risk of non-completion of the mobility	M	Mentoring system and quality assurance mechanisms are in place in host universities to prevent or address the issue. Close monitoring by EACEA.
4. Lack of experience of higher education institutions in managing large scale scholarship schemes	M	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.
5. Low representation of women and of vulnerable groups among the scholarship holders	H	Focus on promotion to relevant target group (female potential candidates/vulnerable groups) and economic incentives foreseen for female scholarship holders. Close monitoring during assessment of proposals and implementation by EACEA.
Assumptions		
a) Higher Education Institutions are willing to put in place procedures for recognition of study periods spent in a different higher education system; b) Sufficient number of high level candidates for mobility is available; c) Higher Education Institutions and individuals are interested in the scheme; d) Measures are put in place by universities to overcome language barriers		

3 LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

The Intra-Africa Mobility Scheme is the successor programme of the intra-ACP programme which was launched in 2010 and under which three calls for proposals were organised in 2011, 2012 and 2013. The scheme was innovative in that it promoted for the first time institutional cooperation and mobility within regions outside of the EU, rather than between the EU and its partner countries. Since 2014, the scheme focuses on "intra-African" mobility and two calls for proposals were respectively organised in 2016 and 2017.

The scheme 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. Since 2010, more than 120 African universities from 39 countries have been selected to organise some 2,500 mobility flows of students and staff. The response rate to the calls of proposals is steadily growing and far exceeding the amount available, indicating the strong interest of higher education institutions for the scheme.

In addition, the following lessons learned have been drawn from the previous phases of the programme:

- The recent evaluation of EU Development cooperation support to higher education in partner countries⁶ evidences that most of the students and particularly those who participated in mobility programmes, through their acquisition of "soft skills", were helped in finding their first job which matched their degree fields in their home countries (90% of the Intra-ACP students). 79% of polled departments/faculties stated that employability of students had increased "to a great extent", so increasing employability and countering brain-drain;
- The programme has induced positive changes for participating institutions, such as the creation (e.g. Mekelle University in Ethiopia) or reinforcement (e.g. Ardhi University in Ghana or Stellenbosch University in South Africa) of international offices, the conclusion and the implementation of bilateral/multilateral institutional agreements between African Higher Education Institutions for capacity building and modernisation of the institutions;
- Partnerships lead to collaboration work between participating institutions, such as new research projects or the development of new curricula (e.g. Women and Gender Studies at Namibia University of Science and Technology, Doctoral programme on Sustainable Development at Mekelle University);
- Given the requirements under the scheme (minimum 25% of credit-seeking mobility), universities are putting in place practical arrangements to compare curricula and recognise the study periods in another country (such as credit conversion tables), thereby identifying scope for greater harmonisation; universities will also be able to benefit soon from developments under the Tuning Africa initiative where a draft African credit transfer system has been developed and will need to be implemented concretely across African universities. This approach is a bottom-up process that, when implemented at institutional level, spills over to national level, resulting in reform initiatives benefiting the entire sector;
- Some Higher Education Institutions encouraged staff members to apply as students with a view to upgrading their qualifications and being promoted to higher positions;
- The high number of international students hosted by African Higher Education Institutions increased the visibility and attractiveness of those institutions;
- Managing international students from other African countries will build the capacity of some of the smaller universities to then look for opportunities for hosting students from other regions of the world;
- Since the number of applications received/selected from female students under the previous (intra-ACP) programme was low, in particular for doctorate mobility (around 20%), special incentives have been put in place since 2016 under the intra-Africa scheme. However, is it too early to say if these have had a positive effect on gender balance;
- Continuity is a key element of the success of the programme as it is integrated in the strategies of the Higher Education Institutions;
- The focus of the programme on South-South cooperation encourages the participating Higher Education Institutions (HEIs) to focus on continental opportunities rather than on cooperation with HEIs from Europe or North America;
- There has been an increase in the variety of institutions participating over the two calls; however, the diversity and range of participating universities could be bigger and participation from fragile and least developed countries needs to be supported. Building on the momentum and the increased awareness is important;
- The recent evaluation of EU Development cooperation support to higher education in partner countries⁷ highlights that the EU's explicit emphasis on furthering regional

⁶ https://ec.europa.eu/europeaid/strategic-evaluation-eu-development-co-operation-support-higher-education-partner-countries-2007_en

⁷ https://ec.europa.eu/europeaid/strategic-evaluation-eu-development-co-operation-support-higher-education-partner-countries-2007_en

approaches for the harmonisation and standardisation of higher education has made a substantial contribution to advancing regional integration.

It should also be noted that an evaluation of the ACP-EU cooperation in the area of higher education (2007-2017) is currently ongoing. The predecessor programme of the intra-Africa Mobility scheme (the intra-ACP mobility action) falls within the scope of this exercise and the findings of the evaluation will be taken into account during the implementation period of the present action.

3.2 Complementarity, synergy and donor coordination

Complementarity

The programme is consistent with, and complementary to, ongoing and planned programmes in the area of higher education in African countries.

In terms of mobility, the Intra-Africa Mobility Scheme complements the international dimension of Erasmus+, which supports students and staff mobility between European and African countries. Between 2015 and 2017, 770 projects have thus been selected under Erasmus+ to manage the mobility of 9,700 African students, researchers and staff to Europe – while more than 4,300 European students and staff have undertaken mobility in Africa.

It will also be complemented by the mobility of Vocational Education and Training (VET) staff (teachers and managers) and students that will be supported under the "AU-EU Skills for Youth Employment Programme" funded by the Pan-African programme.

The Intra-Africa Mobility Scheme is also complementary to other North-South/South-North scholarship programmes with Africa proposed by EU Member States, notably DAAD (the German Academic Exchange Service), the Agence Universitaire de la Francophonie, the British Council, NUFFIC (the Netherlands organisation for international cooperation in HE), CIMO (the Finnish Centre for International Mobility), Programkontoret Sweden, Campus France. The region of West Africa has recently introduced an Intra-West Africa academic mobility programme which is led by ECOWAS and currently managed by the Association of African Universities. ECOWAS is included in the Advisory Board of the harmonisation initiatives and information on Erasmus+ and the Intra-Africa Mobility programme is shared under that forum.

In terms of capacity building, the Intra-Africa Mobility Scheme is complementary to Erasmus+ "capacity building in higher education" projects which support exchanges of experiences between African and European Higher Education Institutions (HEIs) with a view to modernise and reform HEIs or to facilitate policy reforms in the higher education sector. Over the period 2014-2017, 89 projects involving 218 organisations from Africa were supported, thereby complementing the intra-African activities and exchanges of experience taking place under the Intra-Africa Mobility Scheme.

Synergy

The Intra-Africa Mobility Scheme fits well within the wider policy environment in the higher education sector as the Pan-African programme supports continental-level policy initiatives and reforms to support harmonisation of education programmes and facilitate mobility.

Based on a collaborative process, the "Harmonisation and Tuning initiative" ("Tuning Africa") reviews the competences and skills that are required for a given discipline and define revised study programmes in order to facilitate the comparability of curricula and teaching practices. Implemented by DG EAC, it involves students, representatives from 107 universities from 41 African countries as well as regional bodies in charge of higher education. It is complemented by the "Harmonisation, Quality and Accreditation initiative"

(HAQAA) which encourages the development of a harmonised quality assurance and accreditation system in support of the Pan-African Quality Assurance and Accreditation Framework (PAQAF). A draft African Credit Transfer System which can support mobility by easing the recognition of the study periods abroad has been prepared under the "Harmonisation and Tuning initiative" and will now need to be implemented. It is expected that the Intra-Africa Mobility Programme can "trial and push" the implementation of this system and, at the same time, benefit from it.

Donor coordination

Given that the EU, the EU Member States, as well as international organisations and third countries support cooperation in the field of higher education, dialogue and coordination take place in a number of fora, both in the EU (mainly under the umbrella of the Erasmus+ programme) and Africa, where the Association of African Universities (AAU), as the main implementing body for higher education of the African Union, also promotes coordination amongst donors.

The "Donor Harmonisation Group" bringing together the main donors to higher education in developing regions of the world was constituted in 2011. It includes most EU Member State agencies in charge of bilateral programmes but also international organisations and agencies. The group meets once a year to report on each other's activities including on their work in higher education in Africa (programmes, scholarships, capacity building actions, etc.) and is kept up-to-date and involved on the work being undertaken in the framework of the Africa-EU Moreover, in some countries all stakeholders - including the EU Delegations and Member States - are part of the local education groups that play a pivotal role in coordinating partners in supporting the Ministry of Education. The participation of the EU and Member States in global initiatives, such as the Global Partnership for Education and Education Cannot Wait, also contributes to positive donor coordination.

3.3 Cross-cutting issues

In line with the first two calls of proposals organised under the Intra-Africa Academic Mobility Scheme, the future calls for proposals will promote – among others – gender equality and encourage a balanced participation of women (both staff and students) in mobility. In this respect, specific incentives (additional allowances for female doctoral students) are foreseen to encourage the participation of women.

In addition, the action will strive to increase the participation of students and staff with special needs, 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.

To ensure that such issues are duly taken into consideration by the universities, one of the requirements of the call for proposals is that universities are requested to present their strategy to address the priorities of gender equality and social equity and to 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 respect 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.

4 DESCRIPTION OF THE ACTION

4.1 Objectives/results

The overall objective of the action is to enhance human capital development in Africa.

The specific objectives are:

- to increase the employability of students;
- to improve the quality and relevance of higher education in Africa;
- to strengthen the modernisation and internationalisation of African higher education institutions.

Expected results (outputs)

- knowledge and skills – including transversal skills – of students who have benefited from a mobility scholarship are enhanced;
- transfer of experiences and good practices between staff of participating institutions are enhanced;
- mechanisms for the recognition of studies/degrees and qualifications between participating institutions are improved;
- capacity of participating institutions to manage international partnerships and mobility flows is reinforced.

This programme is relevant for the United Nations 2030 Agenda for Sustainable Development. It contributes primarily to the progressive achievement of Goal 4 ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all") but also promotes progress towards Goals 5 ("Gender equality") and 8 "Decent work and economic growth"). This does not imply a commitment by the African countries benefiting from this programme.

4.2 Main activities

The action will be implemented mainly through calls for proposals.

The main activities related to the management of the calls for proposals are the following:

- Preparation and implementation of a communication strategy targeting the potential applicants to the call for proposals;
- Organisation of the selection process of the proposals, including the nomination of the Evaluation Committee and recruitment of external experts to assist it in the assessment of the proposals;
- Grant awarding and contracting;
- Follow-up and monitoring of mobility projects;
- Results and impact assessment;
- Exploitation of the results and dissemination.

4.3 Intervention logic

Higher education contributes directly to the socio-economic development of partner countries and catalyses economic growth through the supply of skilled graduates.

The programme is based on the assumption that mobility of students and staff between higher education institutions helps them acquire stronger knowledge and skills and contributes to improve the quality and relevance of teaching and learning through exchanges of practices.

In addition, such schemes also strengthen the modernisation and internationalisation strategies of higher education institutions which 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 tools to manage the mobility flows. This will increase their

internationalisation and capacity to forge partnerships with other institutions to undertake joint collaboration and research which in turn will contribute to socio-economic development.

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.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is not foreseen to conclude a financing agreement with the partner country.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.2 will be carried out and the corresponding contracts and agreements implemented, is 110 months from the date of adoption by the Commission of this Action Document.

Extensions of the implementation period may be agreed by the Commission's authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute technical amendments in the sense of point (i) of Article 2(3)(c) of Regulation (EU) No 236/2014.

5.3 Implementation of the budget support component

N/A.

5.4 Implementation modalities for an action under project modality

Both in indirect and direct management, 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 measures affecting the respective countries of operation⁸.

5.4.1 Grants: call for proposals "Intra-Africa Academic Mobility Scheme III" (direct management through EACEA)

(a) Objectives of the grants, fields of intervention, priorities of the year and expected results

In line with the objectives indicated in section 4.1, the grants aim at enhancing the capacity of Higher Education Institutions in Africa in international cooperation by promoting collaboration between home and host institutions to carry out mobility of students and staff. At the same time, mobility activities will contribute to improve the skills and competences of scholarship holders, students and staff.

If relevant, priority thematic areas of the call will be defined by the relevant European Commission services in coordination with the African Union Commission in due time before the publication of each call.

The grants awarded to selected partnerships will fund the organisation and the implementation of student and staff mobility within the African continent.

The main activities to be implemented by the selected partnerships are the organisation of the mobility (e.g. partnership management and communication activities, promotion and dissemination, selection of scholarship holders, etc.) and the implementation of mobility flows of selected scholarship holders, including the provision of services to mobile

⁸ https://eeas.europa.eu/sites/eeas/files/restrictive_measures-2017-04-26-clean.pdf

students/staff (language courses, housing services, administrative support upon arrival, etc), the development of communication and information strategy, reporting and analysis of results.

The participation of disadvantaged students from poorer backgrounds, vulnerable students or students with special needs and disabilities will be monitored to allow for adjustments during the course of the programme.

As in the previous phases of the programme, simplified forms of grants will be used, i.e. lump sums and unit costs. This has proved to simplify considerably the calculation of the grant amounts in comparison to the budget-based system leading to a significant decrease of the workload of the contracting authorities and to an accelerated payment procedure for beneficiaries. It is also likely to reduce errors on the part of the beneficiaries, thus resulting in lower financial corrections and error rates.

The rates relative to those financing modalities have been defined for the Intra-Africa Academic Mobility Scheme phase I and II. The same methodology can be applied for the call for proposals of the Intra-Africa Academic Mobility Scheme III.

(b) Eligibility conditions

To be eligible for a grant, the partnership must be composed of the applicant (coordinating Higher Education Institution - HEI), the partner HEIs and one EU technical partner. Associated partners may also participate where relevant.

The applicants (coordinating HEIs) must be:

- legal entities registered in Africa (NB: branches of HEIs from outside the African continent are not eligible);
- HEIs (private or public) which must provide courses at graduate and/or doctorate level leading to a qualification recognised by their competent authorities. They must be accredited by the relevant authorities and may be called "University" or bear any other relevant name (e.g. "Polytechnic", "College", "Institute", etc.).

The partner HEIs must comply with the same eligibility criteria as the applicant (coordinating HEI).

The technical partner must be a HEI from one of the EU Member States having been awarded an Erasmus University Charter. It will assist the partnership with the organisation and implementation of the mobility.

Other types of organisations (non-governmental organisations (NGOs), local authorities, SMEs, etc) or other HEIs from Africa can be involved in the project as associated partners. For contractual management issues, associated partners cannot receive funding from the grant and do not have to meet the applicant and partners' eligibility criteria as they have a more limited role (ad hoc support to specific tasks/activities).

Eligible individual scholarship holders must be nationals of a Member State of the African Union and resident in Africa. In addition, students (master and doctorates) must be registered in/have graduated from an African HEI involved or not in the partnership. Staff must work for an African HEI involved in the partnership as coordinating institution or partner⁹.

Subject to information to be published in the call for proposals, the indicative amount of the EU contribution per grant is EUR 1 000 000-1 400 000 and the grants may be awarded to sole beneficiaries and to consortia of beneficiaries (coordinator and co-beneficiaries).

⁹ Staff from Associated Partners is not eligible.

The indicative duration of the grants (their implementation period) is 60 months. This duration is justified by the duration of the academic programmes offered. One extension of maximum 12 months may be granted to the partnerships if, for fully justified reasons beyond its control during the implementation of the project, it becomes impossible to complete the activities within the scheduled period.

(c) Essential selection and award criteria

The essential selection criteria are the financial and operational capacity of the applicant.

The essential award criteria are relevance of the proposed action to the objectives of the call; design, effectiveness, feasibility, sustainability and cost-effectiveness of the action.

In particular, the proposals submitted under this call for proposals will be assessed on the basis of the following award criteria:

- a) relevance of the proposed action to the objectives of the call;
- b) quality (academic quality, partnership composition and cooperation mechanism, organisation and implementation of the mobility, students/staff's facilities and follow-up, gender balance);
- c) impact and sustainability.

(d) Maximum rate of co-financing

The maximum possible rate of co-financing for grants under this call is 100 %.

If full funding is essential for the action to be carried out, the maximum possible rate of co-financing may be increased up to 100 %. The essentiality of full funding will be justified by the Commission's authorising officer responsible in the award decision, in respect of the principles of equal treatment and sound financial management.

(e) Indicative timing to launch the call

Last trimester 2018 – first trimester 2019.

5.4.2 Grants: call for proposals "Intra-Africa Academic Mobility Scheme IV" (direct management through EACEA)

(a) Objectives of the grants, fields of intervention, priorities of the year and expected results

In line with the objectives indicated in section 4.1, the grants aim at enhancing the capacity of Higher Education Institutions in Africa in international cooperation by promoting collaboration between home and host institutions to carry out mobility of students and staff. At the same time, mobility activities will contribute to improve the skills and competences of scholarship holders, students and staff.

If relevant, priority thematic areas of the call will be defined by the relevant European Commission services in coordination with the African Union Commission in due time before the publication of each call.

The grants awarded to selected partnerships will fund the organisation and the implementation of student and staff mobility within the African continent.

The main activities to be implemented by the selected partnerships are the organisation of the mobility (e.g. partnership management and communication activities, promotion and dissemination, selection of scholarship holders, etc) and the implementation of mobility flows of selected scholarship holders, including the provision of services to mobile students/staff (language courses, housing services, administrative support upon arrival, etc), the development of communication and information strategy, reporting and analysis of results.

The participation of disadvantaged students from poorer backgrounds, vulnerable students or students with special needs and disabilities will be monitored to allow for adjustments during the course of the programme.

As in the previous phases of the programme, simplified forms of grants will be used, i.e. lump sums and unit costs. This has proved to simplify considerably the calculation of the grant amounts in comparison to the budget-based system leading to a significant decrease of the workload of the contracting authorities and to an accelerated payment procedure for beneficiaries. It is also likely to reduce errors on the part of the beneficiaries, thus resulting in lower financial corrections and error rates.

The rates relative to those financing modalities have been defined for the Intra-Africa Academic Mobility Scheme phase I and II. The same methodology can be applied for the call for proposals of the Intra-Africa Academic Mobility Scheme IV.

(b) Eligibility conditions

To be eligible for a grant, the partnership must be composed of the applicant (coordinating Higher Education Institution - HEI), the partner HEIs and one EU technical partner. Associated partners may also participate where relevant.

The applicants (coordinating HEIs) must be:

- legal entities registered in Africa (NB: branches of HEIs from outside the African continent are not eligible);
- HEIs (private or public) which must provide courses at graduate and/or doctorate level leading to a qualification recognised by their competent authorities. They must be accredited by the relevant authorities and may be called "University" or bear any other relevant name (e.g. "Polytechnic", "College", "Institute", etc).

The partner HEIs must comply with the same eligibility criteria as the applicant (coordinating HEI).

The technical partner must be a HEI from one of the EU Member States having been awarded an Erasmus University Charter. It will assist the partnership with the organisation and implementation of the mobility.

Other types of organisations (non-governmental organisations (NGOs), local authorities, SMEs, etc.) or other HEIs from Africa can be involved in the project as associated partners. For contractual management issues, associated partners cannot receive funding from the grant and do not have to meet the applicant and partners' eligibility criteria as they have a more limited role (ad hoc support to specific tasks/activities).

Eligible individual scholarship holders must be nationals of a Member State of the African Union and resident in Africa. In addition, students (master and doctorates) must be registered in/have graduated from an African HEI involved or not in the partnership. Staff must work for an African HEI involved in the partnership as coordinating institution or partner¹⁰.

Subject to information to be published in the call for proposals, the indicative amount of the EU contribution per grant is EUR 1,000,000-1,400,000 and the grants may be awarded to sole beneficiaries and to consortia of beneficiaries (coordinator and co-beneficiaries).

The indicative duration of the grants (their implementation period) is 60 months. This duration is justified by the duration of the academic programmes offered. One extension of maximum 12 months may be granted to the partnerships if, for fully justified reasons beyond

¹⁰ Staff from Associated Partners is not eligible

its control during the implementation of the project, it becomes impossible to complete the activities within the scheduled period.

(c) Essential selection and award criteria

The essential selection criteria are the financial and operational capacity of the applicant.

The essential award criteria are relevance of the proposed action to the objectives of the call; design, effectiveness, feasibility, sustainability and cost-effectiveness of the action.

In particular, the proposals submitted under this call for proposals will be assessed on the basis of the following award criteria:

- a) relevance of the proposed action to the objectives of the call;
- b) quality (academic quality, partnership composition and cooperation mechanism, organisation and implementation of the mobility, students/staff's facilities and follow-up, gender balance);
- c) impact and sustainability.

(d) Maximum rate of co-financing

The maximum possible rate of co-financing for grants under this call is 100 %.

If full funding is essential for the action to be carried out, the maximum possible rate of co-financing may be increased up to 100 %. The essentiality of full funding will be justified by the Commission's authorising officer responsible in the award decision, in respect of the principles of equal treatment and sound financial management.

(e) Indicative timing to launch the call

Last trimester 2019 – first trimester 2020.

5.4.3 Procurement (direct management through EACEA)

	Type (works, supplies, services)	Indicative number of contracts	Indicative trimester of launch of the procedure
Recruitment of external experts to assist the Evaluation Committee in the assessment of the proposals	Services	20+20	2 nd -3 rd trimester 2019 and 2 nd -3 rd trimester 2020
Support to networking activities and exchanges of practices	Services	2+2	4 ^s trimester 2019 and 4 th trimester 2020
Communication and visibility	Services	3+3	1 st trimester 2019 and 1 st trimester 2020

5.5 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.

The Commission's authorising officer responsible may extend the geographical eligibility in accordance with Article 9(2)(b) of Regulation (EU) No 236/2014 on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.6 Indicative budget

	EU contribution (in EUR)
<i>Intra-Africa Academic Mobility Scheme composed of:</i>	
5.4.1 – Call for proposals “ <i>Intra-Africa Academic Mobility Scheme III</i> ” (direct management through EACEA)	9 800 000
5.4.2 – Call for proposals “ <i>Intra-Africa Academic Mobility Scheme IV</i> ” (direct management through EACEA)	9 800 000
5.4.3 – Procurement (direct management through EACEA):	
Procurement – “ <i>Intra-Africa Academic Mobility Scheme III</i> ”	150 000
Procurement – “ <i>Intra-Africa Academic Mobility Scheme IV</i> ”	150 000
5.9 – Evaluation, 5.10 – Audit	will be covered by another decision
<i>5.11 – Communication and visibility:</i>	
Communication and visibility “ <i>Intra-Africa Academic Mobility Scheme III</i> ”	50 000
Communication and visibility “ <i>Intra-Africa Academic Mobility Scheme IV</i> ”	50 000
Total	20 000 000

5.7 Organisational set-up and responsibilities

The programme will be managed by EACEA, which will carry out the following tasks:

- Preparation and implementation of a communication strategy targeting the potential applicants to the call for proposals;
- Organisation of the selection process of the proposals, including the nomination of the Evaluation Committee and recruitment of external experts to assist it in the assessment of the proposals;
- Grant awarding and contracting;
- Follow-up and monitoring of mobility projects;
- Results and impact assessment;
- Exploitation of the results and dissemination.

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. 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.

5.8 Performance monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of projects resulting from a call for proposals will be a continuous process and part of the implementing partner's responsibilities. 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). The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

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).

5.9 Evaluation

Having regard to the nature of the action, a final evaluation will be carried out for this action or its components via independent consultants contracted by the Commission.

It will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that the mobility scheme is a recurrent mechanism.

The Commission shall inform the implementing partner at least 2 months in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

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

The financing of the evaluation shall be covered by another measure constituting a financing decision.

5.10 Audit

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 audits or expenditure verification assignments for one or several contracts or agreements.

The financing of the audit shall be covered by another measure constituting a financing decision.

5.11 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation and supported with the budget indicated in section 5.6 above.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and delegation agreements.

The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

With regard to the communication on the programme, information will be sent to all the relevant stakeholders and organisations involved or interested in being involved in the programme. EU Delegations in relevant countries will be briefed on the programme in order to promote it to the Higher Education Institutions in the countries and/or to answer or refer questions.

The EACEA will promote the calls for proposals via its website and relevant mailing lists. Information sessions will be organised in order to disseminate the information of the opportunities offered by the calls. Additional activities might be organised targeting a specific African region/country and participation in networking events, international fairs, etc, might be envisaged.

The African Union Commission will use its own networks to promote the programme and provide information to prospective beneficiaries and grant applicants.

EACEA might use existing Commission's framework contracts for the organisation of communication and visibility events indicated in section 5.4.3.

Three procurements (service contracts) are expected to be launched during the 1st trimester 2019 for communication and visibility activities relating to the "Intra-Africa Academic Mobility Scheme III", while three procurements (service contracts) are expected to be launched during the 1st trimester 2020 for communication and visibility activities relating to the "Intra-Africa Academic Mobility Scheme IV".

APPENDIX - Indicative Logframe matrix (for project modality) ¹¹

The activities, the expected outputs and all the indicators, targets and baselines included in the logframe matrix are indicative and may be updated during the implementation of the action, no amendment being required to the financing decision. When it is not possible to determine the outputs of an action at formulation stage, intermediary outcomes should be presented and the outputs defined during inception of the overall programme and its components. The indicative logframe matrix will evolve during the lifetime of the action: new lines will be added for including the activities as well as new columns for intermediary targets (milestones) for the output and outcome indicators whenever it is relevant for monitoring and reporting purposes. Note also that indicators should be disaggregated by sex whenever relevant.

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall objective: Impact	To enhance human capital development in Africa	1. Youth unemployment rate in Africa	1. Average in 2016: 29.3% (Northern Africa) 10.9% (sub-Saharan Africa)	Increase in employment rate observed at the end of the implementation period	- ILO World Employment and Social Outlook Report	
		2. Proportion of youth (15-24 years) not in education, employment or training (NEET) (SDG 8.6.1).	2. Average in 2017: 26.1% in Northern Africa N/A sub-Saharan Africa	idem	- OECD, Economic Outlook for Africa	
Specific objective(s): Outcome(s)	SO1: Increase the employability of students	1.1 % of students, disaggregated by sex, who report a positive impact from their participation in the mobility programme on their future career development ¹²	1.1: 0 with the support of this Action	1.1: tbd at inception phase	1.1: Surveys to scholarship holders/alumni	

¹¹ Mark indicators aligned with the relevant programming document mark with '*' and indicators aligned to the EU Results Framework with '**'.

¹² Employment outcome cannot be known during the implementation period of the programme. It will be measured through distinct impact evaluations.

	SO2: Improve the quality and relevance of higher education in Africa	2.1: Number of participating institutions where new teaching/training methods are introduced as a result of the project	2.1: 0 with the support of this Action	2.1: tbd at inception phase	2.1: Partnerships' progress and final reports	
		2.2: Number of participating institutions where curricula are developed as a result of the project	2.2: 0 with the support of this Action	2.2: tbd at inception phase	2.2: Partnerships' progress and final reports	
		2.3: Number of research papers produced by PhD/academic staff of participating institutions on a topic related to their mobility over the duration of the programme	2.3: 0 with the support of this Action	2.3: tbd at inception phase	2.3: Partnerships' progress and final reports	
	SO3: Strengthen the modernisation and internationalisation of African higher education institutions	3.1 Number of international students out of the total students population in participating universities, disaggregated by gender and by level (Master/PhD) registered at universities	3.1: tbd at inception phase	3.1: tbd at inception phase	3.1: Partnerships' progress and final reports	
		3.2 Number of joint projects – including joint research projects and joint publications - developed between participating institutions	3.2: 0 with the support of this Action	3.2: tbd at inception phase	3.2: Partnerships' progress and final reports	

Outputs	SO1 - Output 1 Knowledge and skills – including transversal skills – of students who have benefited from a mobility scholarship are enhanced	1.1.1: Number of students who have benefitted from mobility, disaggregated by sex	1.1.1: 0 with the support of this Action	1.1.1: Around 560 students mobility should be organised under the projects to be selected in 2019 and 2020 ¹³ Target women participation: 50%	1.1.1: Statistical data from the EACEA Mobility tool	Labour market needs are reflected in degree programmes and related curricula
		1.1.2: Number of students who report a positive impact of the mobility on their skills or personality	1.1.2: 0 with the support of this Action	1.1.2: tbd at inception phase	1.1.2: Surveys to scholarship holders/alumni	
	SO2 - Output 1 Transfer of experiences and good practices between staff of participating institutions are enhanced	2.1.1: Number of staff who have benefitted from mobility, disaggregated by sex	2.1.1: 0 with the support of this Action	2.1.1: Around 140 staff mobility should be organised under the projects to be selected in 2019 and 2020 ¹⁴ Target for women participation: 50%	2.1.1: Statistical data from the EACEA Mobility tool	Mobility of academic staff enables them to upgrade their teaching capacities
		2.1.2: Number of staff who report a positive impact of the mobility on their skills and professional competence	2.1.2: 0 with the support of this Action	2.1.2: tbd at inception phase	2.1.2: Surveys to scholarship holders	
	SO3 - Output 1 Mechanisms for the recognition of studies/degrees and qualifications between participating institutions are improved	3.1.1: Number of agreements on mutual recognition of study periods concluded between participating institutions with the support of this action	3.1.1: 0 with the support of this Action	3.1.1: 14 MoU (one per project to be selected in 2019 and 2020) including agreement on mutual recognition of qualifications	3.1.1: Partnerships' progress and final reports	Regional organisations support the harmonisation of national higher education systems

¹³ Indicative figures. Under each call for proposals, the targeted total mobility is 350 scholarship holders, out of which staff represent between 10-30% of mobility flows (average number: 70) while students should represent between 70-90% (average number: 280).

¹⁴ Indicative figures. See above

		3.1.2: Number of students who have their study period abroad recognised (partially or fully) by their home institutions with the support of this action	3.1.2: 0 with the support of this Action	3.1.2: At least 122 students (who undertake credit seeking mobility) should have their recognition of the study periods abroad recognised by the home institutions	3.1.2: Partnerships' progress and final reports	
SO3 - Output 2 Capacity of participating institutions to manage international partnerships and mobility flows is reinforced		3.2.1: Number of participating HEIs which have internal procedures to implement international mobility projects with the support of this action	3.2.1: 0 with the support of this Action	3.2.1: Between 28-42 African HEIs (per call for proposals)	3.2.1: Partnerships' progress and final reports	
		3.2.2: Number of International Offices reinforced/created with the support of this action	3.2.2: 0 with the support of this Action	3.2.2: Between 28-42 African HEIs (per call for proposals)	3.2.2: Partnerships' progress and final reports	
		3.2.3: Number of participating institutions putting in place a quality assurance strategy of the project	3.2.3: 0 with the support of this Action	3.2.3: Between 28-42 African HEIs (per call for proposals)	3.2.3: Partnerships' progress and final reports	