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ANNEX 6

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 AU-EU Higher Education Programme

1. Title/basic act/ CRIS number	AU-EU Higher Education Programme CRIS number: DCI/PANAF/041-380 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 13 000 000 EU budget contribution EUR 13 000 000			
6. Aid modality and implementation modality	Project Modality Direct management (procurement of services) by the Directorate-General for Education and Culture (DG EAC) through cross-sub-delegation			
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			
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	Significant	Main

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

		targeted	objective	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 in this regard "*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"].

This priority, which had already been highlighted in recent years, was addressed under the Multiannual Indicative Programme for the Pan-African Programme for the period 2014-2017² through the "Harmonisation of Higher Education in Africa" programme which was composed of two initiatives: "Harmonisation and Tuning" and "Harmonisation, quality assurance and accreditation".

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 enhancing human capital development in Africa by consolidating the results of those initiatives and at expanding their scope. Firstly, it is proposed to further support those initiatives (now "Tuning Africa 3" and Harmonisation, Quality Assurance and Accreditation 2" - HAQAA 2) in order to enhance harmonisation of higher education in Africa, to improve quality assurance and relevance as well as to ensure recognition and transparency of qualifications, with a strong focus on deepening the training and capacity building dimensions.

In addition, in order to promote the inputs of students and alumni in those processes as well as encourage innovative practices, an "African Students and Alumni Association" (ASAA) will be supported to help capitalise on the work of African students and alumni networks, enhance their participation in educational processes and increase the synergy between their activities.

² C(2014)5375 final of 30.7.2014.

Those initiatives which combine involvement of "grass root" stakeholders (students, academic staff and employers) and professional bodies (national and regional councils) as well as policy makers at all levels in expected to deliver sustainable results and to benefit from a strong buy in from all stakeholders.

1 CONTEXT

1.1 Sector/Country/Regional context/Thematic area

According to the demographic projections, 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.

If properly harnessed, this increase in the working age population could support increased productivity and stronger, more inclusive economic growth across the continent. But Africa's growth, which is expected to reach 3.1% in 2018, is generally considered as jobless growth as 3 million jobs are created per year while 10 to 12 million youth enter the workforce.

In this context, education is a major tool for economic development but is also critical to foster the development of human capital and active citizenship.

Despite a massive growth in the number of students in higher education in Africa, from 250,000 in 1970 to 14 million students in higher education in Africa in 2018, Africa scores the lowest higher education participation rate in the world with students representing about 6.4% of global tertiary education enrolments. Similarly, the number of universities in Africa has increased from about 100 in 1970 to over 2,000 nowadays.

Many governments are establishing new universities (both public and private), they are facing considerable difficulties to find the necessary resources to provide quality education across the sector, including a critical mass of qualified academic staff. But whilst the quality of the higher education system in Africa has observed some improvement in the recent years, this has fallen far short of anticipated quality for catalysing knowledge-driven economies and global competitiveness.

In the last 10 years, there has been a three-fold growth in the number of national quality assurance agencies which could account partly for some observed quality improvement especially in the quality of student input through improved rigour of the admission process and the elevation of minimum qualifications for employment and promotion within the lecturing grade.

In spite of these gains, the quality of higher education in Africa is hampered by depreciating quality of higher education teachers, research capacity deficit, infrastructural/facilities inadequacies, the relevance of curriculum and quality of delivery process, governance and management inefficiencies and lack of an operational continental quality assurance framework and accreditation system.

1.1.1 Public Policy Assessment and EU Policy Framework

In the African Union Agenda 2063, the role of the citizens in driving the vision of the 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*".

The ambition of the African Union is primarily to build an integrated continent through a harmonised education system where intra-African mobility and skills portability are essential. Furthermore, the "*Continental education strategy for Africa*" (CESA 2016-2025) 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.

In the Agenda 2063 first 10-year implementation plan, the AU calls for mechanisms for harmonisation and quality assurance to ensure comparable higher education in Africa, and for the establishment of a continental Accreditation and Quality Agency as a means to develop and monitor educational quality standards across the continent.

22 African countries have legally-established quality assurance agencies and a dozen other countries are at relatively advanced stages in this direction³. There are also regional organisations actively involved in quality assurance in Africa: the African and Malagasy Council for Higher Education (French acronym: CAMES), the Inter-University Council for East Africa (IUCEA), the Technical Committee on Certification and Accreditation of the Southern African Development Community (SADC), the Economic Community of West African States (ECOWAS) and the Arab Network for Quality Assurance in Higher Education (ANQAHE). Regional harmonisation efforts are advancing significantly in East Africa and starting in West and Southern Africa, with plans to establish regional qualifications frameworks in the three regions. The continental harmonisation initiative builds upon and supports these efforts at national and regional level.

The EU priorities in terms of knowledge and skills are fully in line with those priorities. As explained in the new European Consensus on Development⁴, "*ensuring access to quality education for all is a prerequisite for youth employability and long-lasting development*". The EU is therefore committed to support inclusive life-long learning and equitable quality education, with special attention to education and training opportunities for girls and women. But the EU does not limit itself to the need to address the education sector and is also committed to intensify efforts "*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*".

While there is a clear convergence of the policy priorities in this area, it is also a sector which is particularly conducive to sharing practices. Developments in harmonisation of higher education Africa strongly mirror those taking place in the EU which is faced with the same priority at continental level and has developed an expertise in this area.

1.1.2 Stakeholder analysis

The key stakeholders of the programme are:

- students, learners and alumni as well as academic and administrative staff and leadership (Vice Chancellors) of African higher education institutions who will benefit from the reforms;
- associations and councils in charge of higher education at national, regional and continental levels, which support recognition of qualifications and quality assurance measures;

³ Francophone Africa is lagging behind, with only 5 Sub-Saharan African countries with quality assurance agencies.

⁴ OJ C 210 of 30.6.2017.

- the private sector as well as professional organisations which have a stake in ensuring that learning outcomes are relevant for the needs of the labour market;
- the African Union Commission, which implements the continental education strategy and can facilitate buy-in into reforms from African Member States.

In addition, specific target groups will be involved for each component of the action:

- **"Tuning Africa 3"**: the 107 universities which were included in the previous phase of the initiative will be involved;
- **"Harmonisation, Quality Assurance and Accreditation 2" (HAQAA 2)**: national, regional and continental bodies in charge of quality assurance in higher education and Ministry departments will be associated to the activities;
- **"African Students and Alumni Association" (ASAA)**: African Erasmus+ students and alumni, African students and alumni of the Intra-ACP and the Intra-Africa mobility schemes, students involved in the "Tuning Africa" initiative, All-African Students Union, institutional, national and regional student associations.

1.1.3 Priority areas for support/problem analysis

By contributing to the development of human capacities, education plays a critical role in achieving development objectives.

Higher education in particular is an area with significant economic and social return as it helps "produce" teachers, medical practitioners, civil servants and technicians, etc. It can also enable countries to integrate better - and be more competitive - in the "global knowledge economy".

But in order to fully fulfil their role, education systems need to meet quality standards and be relevant to the needs of the societies and of the labour market. They should also equip African youth with key transversal skills to enable them to live a decent life and be active and responsible citizens.

What can be observed in most African countries however is the fact that a mismatch exists between the skills that young people receive through higher education and those needed for their life and in particular their working life.

Improving the relevance of higher education as well as enabling youth to develop strong skills are therefore priorities which require higher education institutions to modernise their education offer and to innovate.

One of the vectors through which this can be achieved is stronger cooperation with their African peers as well as with partners in other regions of the world.

But such collaboration requires higher education institutions to be able to speak a common "language" which necessitates the development of common norms and increased harmonisation of qualifications. It also needs to be built on mutual trust which requires strengthened quality assurance and accreditation mechanisms. In turn, such processes contribute to improve the recognition and portability of qualifications and the mobility of people. Continental or regional Higher Education quality assurance is deeply interconnected with harmonisation and recognition, whereby harmonisation facilitates transparency, recognition facilitates mobility and cooperation and quality assurance creates trust.

In Africa, while the policy frameworks are mainly in place – with the 2014 Addis Convention on the recognition of academic qualifications and the development of a Pan-African Quality Assurance and Accreditation framework (PAQAF) – work remains to be done by the universities for the revision of definition of relevant and harmonised curricula as well as the

bodies in charge of higher education at all levels (national and regional) for the development of harmonised quality assurance and accreditation tools.

Significant progress has been reached with the earlier phases of the "Tuning Africa" and the "Harmonisation, Quality and Accreditation" (HAQAA) initiatives but the results now need to be deepened (in terms of training and capacity building) and expanded (at national and regional level). In particular, staff from other universities need to get acquainted with the competence-based teaching and learning methodology introduced in Tuning, the proposal for the draft African Credit Transfer system needs to be developed in further detail and adopted by Member States and Quality assurance and accreditation agencies need to be trained to use the African Standards and Guidelines developed under HAQAA.

In addition, the involvement of young people, students and alumni increasingly appears as critical to enhance the quality and relevance of higher education. Students can indeed provide inputs which reflect the challenges they face in their education and market insertion and alumni, thanks to their exposure to other study environments, can contribute to the development of multidisciplinary programmes. It is therefore expected that their contributions will help improve the relevance of academic programmes and that the innovative practices they will propose might be replicated and scaled up.

2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
<p>Tuning Africa 3</p> <ol style="list-style-type: none"> 1. Universities do not make available sufficient resources to allow for full participation or to cater for the national training activities 2. Academic staff participating does not have sufficient skills to work with on-line resources 3. IT environment is unfavourable for on-line resources 4. Lack of institutional commitment from 5 universities to operate Tuning centres 	Medium	<ol style="list-style-type: none"> 1. Endorsement letters from universities requested from start and monitoring of engagement of participants 2. Initial training on on-line resources offered and made available 3. Blended solutions offered in parallel to on-line resources 4. Formal certification of Tuning centres as incentive for commitment
<p>Harmonisation, Quality Assurance and Accreditation 2" (HAQAA 2)</p> <ul style="list-style-type: none"> • Absence of agreement on the roles and responsibilities of different stakeholders in quality and accreditation 	Medium	<p>The roles and responsibilities of the different actors will be clarified from the start: the AUC has the political oversight whilst the agencies and the technical experts have the independence to work and propose guidelines autonomously. The Advisory Board provides the platform for discussion between the main stakeholders.</p>

<p>African Students and Alumni Association" (ASAA):</p> <ul style="list-style-type: none"> • Lack of ownership and engagement at top and bottom levels 	<p>Low</p>	<p>The roles and responsibilities of the different actors will be clarified from the start. The students and alumni will be provided with the autonomy to engage and act within the overall policy context whilst the EU and AUC will ensure that the policy context is clearly communicated and the role of the association is valorised.</p>
<p>Assumptions</p>		
<p>1. Tuning Africa 3: it is assumed that the AUC will put forward the draft African Credit Transfer System for validation of the principle and agreement to proceed on developing the guidelines (by early 2019)</p> <p>2. Harmonisation, Quality Assurance and Accreditation 2" (HAQAA 2) : it is assumed that the AUC will submit the draft African Standards and Guidelines for Quality Assurance for adoption (by early 2019)</p> <p>3. African Students and Alumni Association" (ASAA): it is assumed that the AUC will "recognise" the student and alumni association as a key stakeholder for advancing their continental agenda and promote their involvement with Member States</p>		

3 LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

The first two components of the programme ("Tuning Africa 3" and "HAQAA 2") are follow up phases of initiatives which were supported by the Pan-African programme over the period 2014-2017 and which have delivered promising results.

Through the "Tuning Africa" initiative, 107 African universities collaborated to improve the transparency of curricula as well as to develop teaching, learning and assessment related to the achievement of learning outcomes in 8 academic disciplines to better address the skills and competences needed for employability.

Upon completion of the first two phases of the initiative, participants had revised 60 programmes, designed 30 new programmes and 9 joint programmes and trained 840 academic staff in the new approach to programme design, teaching and learning methodologies. They also contributed to the definition of common academic credit currency with a view to facilitate students' mobility between higher education systems through the development of a draft African Credit Transfer System which will be "operationalised" in the next phase of the initiative and which will also concentrate on generic competences that are essential for employability and on training universities which had not been involved until now.

"Tuning Africa" includes some stronger and "traditional" universities but also a number of smaller universities from least developed and post-conflict countries. The aim will now be to expand the training activities to new universities that will benefit from national seminars which will be offered by the Tuning experts. By extending the activities to universities, including those from outside the capitals for instance, the benefits can be spread to less advantaged groups of staff and students (including 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).

Improving the relevance of education and focusing on competences will provide students with the soft skills that are necessary for finding their first jobs; their employability will be increased and this is expected to counter brain-drain dynamics.

HAQAA 1 helped develop new transparency tools, build capacities of national quality agencies and better connect them at continental level, thereby contributing to make progress towards the portability of qualifications. Through training activities, staff of quality assurance agencies from 45 African countries and of regional associations now have a better understanding of the Pan-African Quality Assurance and Accreditation Framework (PAQAF) and an increased interest to implement the continental standards and guidelines for quality assurance.

The next phase will enhance training and capacity building activities, in particular using the newly developed standards and guidelines and will start preparatory work for the establishment of the Continental agency and the development of the continental qualifications framework through mapping and research activities.

The recent evaluation of EU Development cooperation support to higher education in partner countries⁵ highlights that the EU's explicit emphasis on furthering regional approaches for the harmonisation and standardisation of higher education has made a substantial contribution to advancing regional integration. Findings and lessons learnt from the ongoing ACP-EU cooperation in the area of higher education (2007-2017) will be taken into account during the implementation period.

Overall, those initiatives – which borrow from the "Bologna process" developed in Europe - contributed to the efforts of harmonisation of higher education, recognition and transparency of qualifications which is essential to the African Union's continental education agenda. They were particularly successful in combining "grass-root" involvement through the participation of academic staff and students and policy work through the involvement of decision makers. They also underlined the importance to support multi-layered training targeting institutions and policy makers, as well as knowledge transfer between African countries.

One of the main lessons learned of those actions is the need to provide more space for student and alumni participation, as is the case in Europe where the European Students Union is a member of the Bologna Follow-Up Group which is mandated to steer the European Higher Education Area and takes a very active role in reforming higher education. The participation of students, which was encouraged under the "Tuning Africa" programme, proved very positive in bringing the students perspective into the development of the new competences required for the different subject areas and also in to the development of more student-centred learning methods. That is the reason why, building on the experience of the Erasmus+ alumni networks, it is proposed to expand the African Alumni networks and enhance synergies with other networks of African students and alumni having studied in Europe through a Pan-African network ("African Students and Alumni Association").

3.2 Complementarity, synergy and donor coordination

Complementarity

By adopting a policy and systemic approach to higher education, the action is complementary to other programmes in support of higher education in African countries.

As was the case for the previous phases of the "Tuning" and "HAQAA" initiatives, those components complement the Erasmus+ programme which supports mobility between the EU and African partner countries as well as capacity building projects between higher education institutions in Europe and in Africa.

In particular, universities which are involved in "Tuning" are now applying to Erasmus+ opportunities to implement new curriculum development projects. This has also helped them

⁵ https://ec.europa.eu/europeaid/strategic-evaluation-eu-development-co-operation-support-higher-education-partner-countries-2007_en

build up the confidence to apply for mobility exchanges with European universities under Erasmus+. Quality assurance agencies are looking to Erasmus+ for support to their national reforms in quality assurance to complement the work that is being undertaken at continental level in "HAQAA".

The action is also complementary to the "AU-EU Skills for Youth Employment Programme" which is due to be approved in 2018 also. Whilst the present action is working on harmonisation, quality assurance and standards in higher education, the "Skills" programme will contribute to standards at Vocational Education and Training level. Both programmes contribute to the AU's intention to develop a Continental Qualifications Framework. The methodology used in "Tuning Africa" to develop generic competences for students could also be useful for the Vocational Education and Training sector.

Synergy

Synergy with the Intra-Africa Academic Mobility Scheme which will be extended over the period 2018-2020 is also expected. Under the period 2014-2017, the two-fold approach combining capacity building at an institutional level and mobility actions showed how those programmes could have a mutual reinforcing effect: the mobility of students and staff supported under the Intra-Africa Academic Mobility Scheme called for increased harmonisation and recognition tools. Reciprocally, the importance of progressing towards harmonised curricula and quality assurance and accreditation systems was highlighted by the interest from higher education institutions to participate in mobility programmes. We are seeing that a number of universities participating in "Tuning Africa" are now applying to the "Intra-Africa Academic Mobility Scheme" to implement mobility in the framework of the joint degrees that they have developed.

Furthermore, the idea of promoting an "African Students and Alumni Association" stems from the necessity to increase coordination and maximise synergies between the different African alumni organisations which exist (Erasmus Mundus Alumni- African chapter, African Students Union - AASU, as well as alumni associations set up by EU Member States).

Finally, synergies with the AfricaConnect programme which will be further supported over the period 2019-2023 will also be sought. AfricaConnect seeks to develop and improve the interconnectivity between Research and Education Networking (REN) participants in Africa and their connectivity with research and education networks worldwide and with the Internet generally. The network of universities and higher education stakeholders involved in the higher education initiatives are a valuable platform for supporting the efforts being undertaken under AfricaConnect and vice versa. A recent example has been the input of AfricaConnect to the "Infrastructure and Facilities standards" in the draft African Standards and Guidelines for Quality Assurance in higher education.

Donor coordination

EU Member States are informed about the initiatives and linkages sought whenever possible. The next phase of HAQAA takes into account for instance the initiatives that the German Academic Exchange Service (DAAD) is planning/undertaking in East, West and Central Africa in the coming period. The World Bank, which is working on the African Centres for Excellence initiative, is regularly updated as it may provide technical support to the establishment of a regional agency for quality assurance and accreditation in West Africa. 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.

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 Partnership.

Important stakeholders such as UNESCO, NEPAD (The New Partnership for Africa's Development) and ADEA (Association for the Development of Education in Africa) are kept updated and opportunities to promote and inform are sought whenever possible (regional conferences on quality assurance organised by UNESCO are a recent example for instance). Other bodies, such as the Agence Universitaire de la Francophonie (AUF), are also informed regularly.

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

The action will contribute to support gender equity and the inclusion of disadvantaged institutions from fragile countries in higher education through the following measures:

- "Tuning Africa 3": Social and ethic responsibilities are part of the core competences being developed in the Tuning methodology ("*Ability to show awareness of equal opportunities and gender issues*" and the "*Ability to act with social responsibility and civic awareness*"). Gender-balanced participation of academic staff will be actively encouraged and a widening of participation to other universities, staff and students (including 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) through the training seminars;
- "Harmonisation, Quality Assurance and Accreditation 2" (HAQAA 2): Accent will be put on gender and inclusion in quality assurance standards and guidelines, as well as a particular focus on countries lagging behind on quality assurance. Gender-balanced participation of representatives in training activities will be actively encouraged.
- "African Students and Alumni Association (ASAA)": specific recommendations and initiatives for promoting inclusiveness and gender balance in higher education will be developed by the alumni; gender-balanced participation of representatives from the student and alumni associations will be actively encouraged.
- All components: access to on-line teaching and training arrangements will facilitate access for female staff and students. Universities across the countries will be encouraged to promote the on-line modules for staff and students, including to less qualified staff and students from more disadvantaged backgrounds that do not have direct access to mobility opportunities or direct participation in the action activities.

Besides, efforts to limit environmental impact will be made through the use of open platforms and digital communication as the main mode of communication, work and dissemination. New study courses on environment and climate-relevant topics have and will be promoted in the relevant disciplines being covered and "*Commitment to the conservation of the environment*" is one of the key generic competences sought to be developed across the disciplines.

Digital innovation capacity will be harnessed and opportunities will be sought to benefit from technological progress.

4 DESCRIPTION OF THE ACTION

4.1 Objectives/results

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

Its three components pursue complementary specific objectives:

1. **"Tuning Africa 3"** seeks to improve the quality and harmonisation of African higher education and support students' employability and mobility across the continent;
2. **"Harmonisation, Quality Assurance and Accreditation 2" (HAQAA 2)** aims at improving the quality standards of higher education systems and programmes, the transparency and recognition of qualifications in Africa;
3. **"African Students and Alumni Association (ASAA)"** aims at promoting young people's insights into educational processes and policies and innovative practices.

Expected results (outputs)

"Tuning Africa 3"

1. Capacities of academia, students and policy makers for the development and acquisition of generic competencies are strengthened;
2. Capacities of non-participating universities (staff, students, policy makers) and other stakeholders (secondary schools and professional organisations) in using the Tuning methodology are strengthened;
3. A network of African Tuning experts is established and provides support for the reform and harmonisation processes in Africa.

"Harmonisation, Quality Assurance and Accreditation (HAQAA) 2"

1. Quality assurance culture in higher education institutions is further enhanced;
2. Capacities of quality assurance agencies to implement African Standards and Guidelines for quality assurance is strengthened and cross-regional coordination is enhanced;
3. Capacities of the AU in implementing the Pan-African Quality Assurance and Accreditation Framework (PAQAF) are strengthened.

"African Students and Alumni Association (ASAA)"

1. Young people's networking, innovation, participatory and leadership skills are strengthened;
2. Inputs of students and alumni associations in educational processes in universities are facilitated;
3. Awareness on EU mobility programmes (Erasmus+, the Intra-Africa Academic Mobility Scheme as well as other bilateral programmes) is raised.

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

"Tuning Africa 3"

Output 1: *Capacities of academia, students and policy makers for the development and acquisition of generic competencies are strengthened*

- Drafting and validation of guidelines and curricula mappings for the generic competences in each subject areas following consultations on expected learning outcomes and required competences with students, recent graduates and employers undertaken by the universities involved;
- Elaboration of online resources for academic staff to support their students on how to develop generic competences (in terms of teaching, learning and assessment strategies);
- Elaboration of massive online open courses (MOOCs) and resources for students to learn generic competences.

Output 2: *Non-participating universities (staff, students, policy makers) and other stakeholders (secondary schools and professional organisations) are trained on the Tuning methodology*

- Organisation of meetings and seminars at national level with universities/councils/agencies/employers and students on teaching/learning methods through the Tuning methodology;
- Advertising of training and courses available for universities and students at national and regional level organised by the universities involved in the initiative.

Output 3: *A network of African Tuning experts is established and provides support for the reform and harmonisation processes in Africa.*

- Development of terms of reference and working arrangements for the network of Tuning experts and 5 Tuning centres which will serve as higher education resources at regional level;
- Selection of the certified Tuning experts and establishment of the 5 Tuning centres;
- Development of a guide for introducing the African Credit Transfer System into degree programmes across the continent;
- Updating of website and posting of working materials, management of discussions, organisation and implementation of outreach activities, including cross linkages with the other harmonisation initiative and the students and alumni association.

"Harmonisation, Quality Assurance and Accreditation (HAQAA) 2"

Output 1: *Quality assurance culture in higher education institutions is further enhanced*

- organisation of institutional evaluations in higher education institutions;
- peer reviews of evaluations by experts and follow-up plans with the universities.

Output 2: *Capacities of quality assurance agencies to implement African Standards and Guidelines for quality assurance is strengthened and cross-regional coordination is enhanced*

- development of a user guide for implementing the African Standards and Guidelines for Quality Assurance (ASG-QA);
- provision of training for quality assurance agency staff and organisation of agency reviews and consultancy visits;
- provision of tailored regional capacity building on the ASG and on the PAQAF in general and support existing regional actions;
- development of complementary training programmes on international quality assurance for regions that do not yet have such a programme, including a train the trainer (ToT) programme;
- mapping and research activities for the development of QA frameworks in specific regions.

Output 3: *Capacities of the AU in implementing the Pan-African Quality Assurance and Accreditation Framework (PAQAF) are strengthened*

- support to the AU's working group for higher education in charge of the Continental agenda for education (CESA 2016-2025): organisation of meetings, facilitation of discussions and dissemination of decisions and follow-up measures;
- feasibility study for a Continental Agency in charge of QA through consultative process and mapping and research activities contributing to the development of the higher education levels of the continental qualifications framework.

"African Students and Alumni Association (ASAA)"

Output 1: Young people's networking, innovation, participatory and leadership skills are strengthened

- organisation of pre-departure events, field missions, ambassadorial events, career guidance services, soft-skills seminars for students, young people and community groups;
- organisation of a limited number of pilot projects (develop concept, advertise, evaluate applications, fund and organise follow-up and promotion) to introduce innovative practices in universities and in their immediate environment (entrepreneurial contents of programmes, piloting of counselling and guidance services, increased cooperation with schools and local businesses);
- setting up of platforms for networks, thematic groups, steering and management committees;
- liaison with other alumni organisations and development of cooperation modalities.

Output 2: Inputs of students and alumni associations in educational processes in universities are facilitated

- preparation of mapping of graduates and impact survey of the degrees in relation to socio-economic development;
- elaboration of proposals to support the return of skilled graduates to their country of origin;
- development of an outreach strategy for awareness raising with universities and councils at national, regional and continental levels;
- participation and representation of African alumni at international events on higher education;
- organisation of promotion, communication and visual activities, publications and social media awareness raising on examples of best practices.

Output 3: Awareness on EU mobility programmes (Erasmus+, the Intra-Africa Academic Mobility Scheme as well as other bilateral programmes) is raised

- organisation of awareness raising activities to encourage the participation of less represented universities and socio-economically disadvantaged and vulnerable groups in cooperation and mobility programmes;
- organisation awareness raising activities to promote study programmes in Europe and Africa and EU programmes (Erasmus+, the Intra-Africa Academic Mobility Scheme as well as other bilateral programmes).

4.3 Intervention logic

The action is developed around the core idea that higher education contributes directly to the socio-economic development of partner countries and catalyses economic growth through the supply of skilled graduates.

It also stems from the observation that higher education in Africa does not so far meet the quality standards and relevance that would enable the sector to maximise its development impact. It is also argued that the sector falls short of its responsibility to enable students to

acquire the necessary competences and skills to play a role in their societies and economic environments.

The action therefore seeks to contribute to improve the quality and relevance of higher education in Africa at three levels: i) support collaboration work between universities to review curricula in order to better deliver on learning outcomes and harmonise curricula to facilitate students' employability and mobility; ii) help develop common quality assurance tools and culture to increase mutual trust between various education systems, thus facilitating mutual recognition, mobility and employment and iii) encourage students' and alumni's inputs into education reforms to better reflect their priorities and challenges and to capitalise on innovative ideas.

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 48 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 operation⁶.

⁶ https://eeas.europa.eu/sites/eeas/files/restrictive_measures-2017-04-26-clean.pdf

5.4.1 Procurement (direct management by DG EAC)

Implementation by DG EAC	Type (works, supplies, services)	Indicative number of contracts	Indicative trimester of launch of the procedure
Implementation of the "Tuning Africa 3" initiative	Services	1	4 th quarter 2018
Implementation of the " <i>Harmonisation, Quality Assurance and Accreditation 2</i> " initiative	Services	1	4 th quarter 2018
Implementation of the " <i>African Students and Alumni Association</i> " initiative	Services	1	4 th quarter 2018

These procurements may be launched under a suspensive clause of the adoption of this Decision.

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)
5.4.1. Procurement	13 000 000
– <i>Tuning Africa 3 – Procurement (direct management by DG EAC)</i>	5 000 000
– <i>HAQAA 2 – Procurement (direct management by DG EAC)</i>	5 000 000
– <i>ASAA – Procurement (direct management by DG EAC)</i>	3 000 000
5.9 Evaluation, 5.10 Audit	will be covered by another decision
5.11 Communication and visibility	will be covered by the budget of the three service contracts
Contingencies	N.A
Total	13 000 000

5.7 Organisational set-up and responsibilities

The entire action will be implemented by the European Commission's Directorate-General for Education and Culture (DG EAC) through cross-sub-delegation. EAC will detail its commitments in a Service Level Agreement (SLA) to be signed with the Directorate-General for International Cooperation and Development (DEVCO).

The European Commission and the African Union Commission will ensure the overall steering of the action.

Each of the three initiatives will set up a Management Committee (including the body/ies implementing the initiatives and a group of core African experts/alumni and selected EU experts) and an Advisory/Policy Committee (including a selection of national councils for higher education and the regional and continental bodies in charge of higher education and representatives from European student networks for the student and alumni association initiative) for buy-in and ownership at political level. The European Commission and the African Union Commission will oversee the Committees, while other stakeholders in higher education (e.g. UNESCO) could be invited where relevant.

5.8 Performance 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 partners' responsibilities. To this aim, the implementing partners 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 reports 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 reports, 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 overall programme should feed into the African Union policy framework on higher education and the fact that the "African Students and Alumni Association" component is a pilot phase.

The Commission shall inform the implementing partners at least 2 months in advance of the dates foreseen for the evaluation missions. The implementing partners 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 partner country and other key stakeholders. The implementing partners 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 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. The implementing partners will include a specific plan for Communication and Visibility as part of their project activities which will be covered by the budget awarded in their respective contract.

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.

APPENDIX - INDICATIVE LOGFRAME MATRIX (FOR PROJECT MODALITY)

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)	"Tuning Africa 3" : SO1: to improve the quality and harmonisation of African higher education and support students' employability and mobility across the continent	1.1: Number of faculties across the continent developing and introducing new approaches to learning and assessment based on generic competences	1.1: 0 (2018)	1.1: 107	1.1: • University programme descriptions • Articles and press releases	Labour market needs are reflected in degree programmes and related curricula
		1.2: Number of non-participating universities using the Tuning methodology	1.2: 0 (2018)	1.2: 42	1.2: Narrative reports University participation lists Articles and press releases	

		1.3 Number of new or updated curricula using the Tuning methodology* in the non-participating universities	1.3: 0	1.3: 8	1.3: <ul style="list-style-type: none"> • Narrative reports • University programme descriptions 	
		1.4: Requests for support to improve educational contents and methods received by the Tuning network of experts from stakeholders outside the direct network	1.4:0	1.4: 10	1.4: <ul style="list-style-type: none"> • Narrative reports • Network activity reports • Articles and press released 	
	"Harmonisation, Quality Assurance and Accreditation 2" (HAQAA 2): SO2: to improve the quality standards of higher education systems and programmes, the transparency and recognition of qualifications in Africa.	2.1: Number of universities developing/reviewing their mission statements to address new continental standards for quality assurance	2.1: No continental standards are included in mission statements (2018)	2.1: 15	2.1: Narrative reports University mission statements Institutional evaluation follow-up reports	Universities have sufficient resources available to prioritise quality
		2.2: Number of countries where continental standards and guidelines have been included in at least one example of national practice	2.2: No continental standards are used (2018)	2.2: 22	2.2: Narrative reports Quality Assurance Agency reports	
		2.3: Status of Terms of reference and mandate for a Continental agency for quality assurance and accreditation	2.3: Terms of reference and mandate not available	2.3: Terms of reference and mandate are endorsed by the AU and Higher education stakeholders	2.3: Terms of reference and mandate (documents) Policy statements Articles and press releases	

	<p>"African Students and Alumni Association (ASAA)": SO3: to promote young people's insights into educational processes and policies and innovative practices</p>	<p>3.1: Number of universities revising their procedures to increase student representation</p>	<p>3.1: 0</p>	<p>3.1: 55 (at least one per country)</p>	<p>3.1: University mission statements Policy statements Articles and press releases</p>	<p>The current academic cycle is sufficiently stable (no major strikes or social unrest) to introduce changes</p>
		<p>3.2: Visibility of students and alumni in committees, academic reviews, projects and professional organisations</p>	<p>3.2: Students are organised into Unions but their level of involvement in higher education is limited to student affairs on campus and not to the educational process The All-Africa Students Union is not systematically represented on educational policy committees at continental level and is not recognised as a voice in academic affairs/reviews/research.</p>	<p>3.2: 55: At least one example of student/alumni input to committee/project/reviews/professional organisations per country</p>	<p>3.2: Articles and press releases Narrative reports Policy statements Participation lists</p>	

Outputs	1. "Tuning Africa 3" 1.1 Capacities of academia, students and policy makers for the development and acquisition of generic competencies are strengthened	1.1.1: Number of guidelines on generic competences available	1.1.1: 0	1.1.1: 107 (1 per participating university) (2021)	1.1.1: Narrative reports Participant lists	
		1.1.2 Number of curricula mappings (including link to teaching, learning and assessment methods) available	1.1.2: 0	1.1.2: 107 (1 per participating university) (2021)	1.1.2: Narrative reports	
		1.1.3 Number of on-line training courses on the development of generic competences and required teaching and learning methods developed and made available for staff and students	1.1.3: 0	1.1.3: 4 different on-line courses available	1.1.3: Narrative reports Participant lists	
		1.1.4 Number of academic and students trained on the development of generic competences and required teaching and learning methods disaggregated by sex/function/socio-economic background and age (students)	1.1.4: 0	1.1.4: At least 750 staff trained (40% female) and at least 1000 students have registered for the on-line courses (40% female)	1.1.4: Training participant lists and training evaluation/satisfaction surveys	
	1.2 Capacities of non-participating universities (staff, students, policy makers) and other stakeholders (secondary schools and professional organisations) in using the Tuning methodology are strengthened	1.2.1: Number of MOOCs modules on the Tuning methodology proposed to stakeholders at national or regional ⁷ level	1.2.1: 0	1.2.1: At least 10 (2021)	1.2.1: Narrative reports Participant lists Web usage statistics	
		1.2.2. Number of participants trained on the	1.2.2: 0	1.2.2 800 (2021)	1.2.2: Seminar/Trainin	

⁷ African Union classification of 5 regions: **North** (Algeria, Egypt, Libya, Mauritania, Morocco, Sahrawi Arab Democratic Republic, Tunisia), **West** (Benin, Burkina Faso, Cabo Verde, Côte d'Ivoire, Gambia, Ghana, Guinea-Bissau, Guinea, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, Togo), **Central** (Burundi, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of Congo, Equatorial Guinea, Gabon, São Tomé-and-Príncipe), **East** (Comoros, Djibouti, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Somalia, South Sudan, Sudan, Tanzania, Uganda), **South** (Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia, Zimbabwe)

		Tuning methodology disaggregated by sex/institution/function/socio-economic background and age (students)			g participants lists and seminar/training evaluation/satisfaction surveys	
	1.3 A network of African Tuning experts is established and provides support for the reform and harmonisation processes in Africa.	1.3.1: Number of experts, disaggregated by sex, providing training on the Tuning methodology and new teaching and learning methods and advice on reforming higher education contents and methods within institutions and at national/regional level	1.3.1: 0	1.3.1: 42	1.3.1: Narrative reports Participant lists Tuning centre reports Articles and press releases Web usage statistics	
		1.3.2: Number of universities resourced to offer support on the Tuning methodology and evidence of outreach and usage of service	1.3.2: 0	1.3.2: 5	1.3.2: Narrative reports Certification details	
	2. "Harmonisation, Quality Assurance and Accreditation (HAQAA) 2" 2.1 Quality assurance culture in higher education institutions is further enhanced	2.1.1: Number of universities having undertaken an institutional evaluation	2.1.1: 10 (2014-2017)	2.1.1: At least 10 institutional evaluation visits organised (2021)	2.1.1: Institutional evaluation reports	
	2.2 Capacities of quality assurance agencies to implement African Standards and Guidelines for quality assurance is strengthened and cross-regional coordination is enhanced	2.2.1 Number of training courses organised on how to evaluate/audit higher education on basis of the African standards and guidelines	2.2.1: 0	2.2.1: at least 5 courses (2021)	2.2.1: Course programmes	
		2.2.2. Number of persons trained on how to evaluate/audit higher education on basis of the African standards and guidelines disaggregated by sex	2.2.2: 0	2.2.2: at least 55 people trained (and 40% female)	2.2.2 Participant lists	

		2.2.3: Number of agencies having undertaken evaluations/audits on basis of the African Standards and Guidelines	2.2.3: 0	2.2.3: at least 10 agencies (2021)	2.2.3 Agency reports	
		2.2.4: Number of consultancies on quality assurance standards offered by QA agencies to Ministries	2.2.4: 0	2.2.4: at least 5 consultancies (2021)	2.2.4 Narrative reports	
		2.2.5: Number of events on quality assurance and regulatory frameworks where different bodies operating in the sector are brought together	2.2.5: 0	2.2.5: 5	2.2.5 Narrative reports	
		2.2.6: Number of agreements/events/working groups highlighting evidence of cooperation with other donors/bodies on linked processes	2.2.6:0	2.2.6: At least two cases of linkages between initiatives at national/regional level (2021)	2.2.6: Narrative reports	
	2.3 Capacities of the AU in implementing the Pan-African Quality Assurance and Accreditation Framework (PAQAF) are strengthened	2.3.1: Status of feasibility study, including terms of reference for the Continental QA agency	2.3.1: The terms of reference do not exist and there is a lack of understanding /agreement on the role of a Continental agency within the higher education sector currently	2.3.1: Feasibility study and terms of reference available, consultation held and preliminary endorsement (2021)	2.3.1: Narrative report feasibility study	
		2.3.2: Number of African participants to the AU working group cluster meetings	2.3.2: 0 (2018) [only 1 cluster meeting has been held to date in Ghana]	2.3.2: tbd at inception phase	2.3.2.: Activity reports	

	3. "African Students and Alumni Association (ASAA)" 3.1 Young people's networking, innovation, participatory and leadership skills are strengthened	3.1.1: Status of mapping of graduates	3.1.1: 0	3.1.1: Mapping available (2020)	3.1.1: Mapping study	
		3.1.2: Status of impact survey of the degrees in relation to socio-economic development	3.1.2: 0	3.1.2: Survey available with analysis and recommendations (2020)	3.1.2 Impact survey	
		3.1.3: Number of examples of spin-offs/work opportunities directly resulting from the associations' work	3.1.3: 0	3.1.3: At least 20 (2021)	3.1.3: Narrative reports Articles and press releases	
		3.1.4: Number of pilot projects managed by the African alumni association*	3.1.4: 0	3.1.4: At least 1 per region (2021)	3.1.4 Activity and narrative reports	
	3.2 Inputs of students and alumni associations in educational processes in universities are facilitated	3.2.1: Number of cases where students/alumni are consulted on educational reforms beyond the areas that are strictly related to student affairs by universities, councils for higher education, Ministries and AUC	3.2.1: 0	3.2.1: At least 1 consultation of alumni and students per region (2021)	3.2.1: Narrative reports	
	3.3 Awareness on EU mobility programmes (Erasmus+, the Intra-Africa Academic Mobility Scheme as well as other bilateral programmes) is raised	3.3.1: Number of awareness raising activities carried out in universities by members of the African alumni association*	3.3.1: Ad-hoc and occasional activities are carried out on a yearly basis (approx. 3 per year in Africa) by the current African chapter of the Erasmus Mundus alumni association current .	3.3.1: At least 1 activity per country where alumni/students are present (2021)	3.3.1: Activity and narrative reports	

		3.3.2 Number of newly represented African universities participating in EU programmes	3.3.2: 290 African universities involved in the Erasmus+ International Credit mobility action (largest reference group)	3.3.2: 400 (2021)	3.3.2: Erasmus+ database	
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* Indicators from the Multi-annual indicative programme for the Pan-African programme 2018-2020