

## ANNEX 5

of the Commission Implementing Decision on the Annual Action Programme 2014 of the  
DCI Pan-African Programme

### Action Document for "Harmonisation of Higher Education in Africa"

#### 1. IDENTIFICATION

Title/Number	Harmonisation of Higher Education in Africa CRIS number: DCI/PANAF/037-479		
Total cost	Total amount of EU Budget contribution: EUR 5 000 000		
Aid method / Management mode and type of financing	Project approach  Direct management by DG EAC – procurement of services		
DAC-code	11420	Sector	Higher Education

#### 2. RATIONALE AND CONTEXT

##### 2.1. Summary of the action and its objectives

The global objective of the project is to contribute and support the harmonisation of higher education programmes and the creation of a revitalised, distinctive, attractive and globally competitive African higher education space, through enhanced intra-African collaboration. This is to be achieved through two interlinked areas of focus: the *Harmonisation and Tuning* initiative and (support to) the *Harmonisation, Quality and Accreditation*.

The first specific objective is to scale up the **Harmonisation and Tuning** pilot initiative which took place over the period 2011-2013 from 60 to 120 universities and from 5 to a minimum of 7 subject areas by establishing new degree programmes, teaching, learning and assessment methods and defining joint agreements in subject areas.

The second specific objective is to enhance the **quality and accreditation of higher education**. The development of a harmonised quality assurance and accreditation system in Africa will facilitate mutual recognition of academic qualifications across the continent and enhance Intra-Africa mobility of students and academics. It also contributes to enhanced competitiveness of African universities in the global arena. Through support from the EU bodies (agencies and associations) in charge of quality assurance and accreditation, a group of representatives from academia and the bodies in charge of managing quality and accreditation in higher education will be supported so as to support the harmonisation of quality and accreditation at institutional level, national, regional and Pan-African continental level.

##### 2.2. Context

The quality assurance and accreditation experience undertaken in Europe through the Bologna Process and the on-going work with African universities testify to the interest and benefits linked to the portability of qualifications, as reflected in the discussions of the Africa-EU Policy workshops on *Academic Cooperation and Research Collaboration* and on *Linking Institutional Evaluation Practices* held in October and December 2012. In the Roadmap 2014-2017 as adopted by the 4<sup>th</sup> EU-Africa Summit this is further underlined.

The African Higher Education Harmonisation and Tuning pilot initiative has been instrumental in addressing key areas of skills and competences for employability and transparency of curriculum, the development of a common academic credit currency, teaching, learning and assessment related to the achievement of learning outcomes, skills and competences, quality assurance and enhancement.

A number of key challenges for quality and accreditation and possible way forward have been identified by stakeholders at the *Exploring Quality Assurance through the Africa-EU Partnership* Conference in Libreville, Gabon in May 2013. The development of the Pan-African University (PAU) has also been supported and is very much encouraged and the support to the African Union Commission (AUC)'s revised African Quality Rating Mechanism (AQRM) has also been an important step for an increased quality culture at institutional level. Work is now also beginning on the Development of Continental Quality Assurance and Accreditation Framework under the Joint Africa-EU Strategy (JAES) Support Mechanism.

### **2.2.1. Continental context**

#### **2.2.1.1. Economic and social situation and poverty analysis**

Africa has experienced impressive growth despite the global economic crisis maintaining an average growth rate of about 4% in 2013. But growth performance varied widely across country classifications and regions with Sub-Saharan Africa recording 5% in 2013, while East and West Africa recording 6% or above in 2013. External financial flows and tax revenues play an increasingly important role in Africa's development and economic growth prospects. Official remittances have been continuing their increasing trend since 2009 and are projected to reach USD 67.1 billion in 2014<sup>1</sup>. Africa however continues to face other challenges such as high rates of poverty, fragility, conflicts and lack of democratic institutions. There is also room for more progress in the areas of inclusion, gender equality and environmental sustainability which are needed to further promote sustainable human development.

With an estimated population to be 1.04 billion in 2011<sup>2</sup>, Africa scores the lowest higher education participation rate in the world with less than a quarter of the global average. The average gross rate of tertiary education enrolment was 8% in 2011<sup>3</sup> which is significantly less than the average rates of between 20 and 40% for developing countries. At the same time, Sub-Saharan Africa reaches the highest annual growth rate: enrolment in tertiary education grew faster in this region than in any other region over the last four decades, a more than 20-fold increase. At the current rate of expansion, it is projected that by 2015 Africa will have twice as many tertiary students as in 2006 (i.e. about 18.6 million enrolments in 2015).

In response to a decline in public higher education and to labour market demands, a private sector has rapidly developed in many countries, with an explosion of the number of private tertiary institutions<sup>4</sup>.

The rapid enrolment expansion in the tertiary education in Africa has not been supported by an increase in the quality of higher education. With the exception of some countries, public funding as well as foreign aid was drastically cut. This led to overcrowded campuses with deteriorating physical facilities, out-dated libraries, decaying research infrastructure, and brain drain as the highly qualified faculty flee to better working conditions.

In addition, the rapid enrolment expansion channelled students disproportionately in the less expensive 'soft' disciplines and siphoned off research funding to cover the costs of more

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<sup>1</sup> OECD/AfDB/UNDP (2014), African Economic Outlook 2014: Global Value Chains and Africa's Industrialisation, OECD Publishing.

<sup>2</sup> AfDB Data portal.

<sup>3</sup> 5% female rate and 8% male rate – World Bank database.

<sup>4</sup> While public university doubled from roughly 100 to 200 between 1990 and 2007, the number of private tertiary institutions exploded during the same period from two dozen to an estimated 468 - World Bank 2009.

students. In 2004, just 28% of tertiary students were enrolled in science and technology fields. Likewise, research output faded as Africa devoted just 0.3% of GDP to research and development, and the number of professional researchers fell. Scientific output is still little more than 2% of global total. One recent sample of African universities found only 17 capable of producing more than 20 published scientific articles a year<sup>5</sup>.

#### 2.2.1.2. National, regional and continental development policy

During the last decade, several initiatives have been taken to improve the quality and assurance of higher education at the national, regional and continental levels. These initiatives include the development of quality assurance agencies, harmonisation of the higher education Strategy and the construction of an African higher education and research space.

##### **National level**

As of 2012, 21 African countries have legally-established quality assurance agencies and a dozen other countries are at relatively advanced stages in this direction<sup>6</sup>. Several African countries are planning to expand the carrying capacity of their higher education systems in the view to increasing their higher education participation rate. National quality assurance agencies will be invited to carry out the accreditation of the new institutions.

##### **Regional level**

At least two regional organisations are actively involved in quality assurance in Africa. These are: the African and Malagasy Council for Higher Education (French acronym: CAMES) and the Inter-University Council for East Africa (IUCEA).

Currently, CAMES implements three quality assurance programmes in its Member countries but their main difficulty is that implementation of these initiatives is not coordinated between UEMOA (Union Economique et Monétaire Ouest Africaine) and CAMES. CAMES is now cooperating with the German Academic Exchange Service (DAAD) and the World Bank in these areas.

The IUCEA has the responsibility for ensuring internationally comparable standards in the five Partner States of the East African Community. Since 2005, the IUCEA has been developing a regional quality assurance system and has been supported by the DAAD and the German Conference of Rectors. The establishment of a regional qualifications framework and a credit transfer and accumulation system are foreseen for 2014 and 2015 respectively<sup>7</sup>.

##### **Continental level**

The AUC is in the process of promoting quality assurance, and the development of a framework for the harmonisation of higher education programmes, in Africa. The regional harmonisation of higher education involves the cooperation of institutions concerned with quality assurance mechanisms – higher education institutions (HEIs), quality assurance agencies, accreditation bodies, Ministries of Education, national governments – in the implementation and formalisation of aligned initiatives at the continental, regional national and institutional level. The AUC is also providing support to the **Association for Development of Education in Africa (ADEA)** in its efforts to establish an African higher education and research space in accordance with a recommendation of the 2009 World Conference on Higher Education. A number of the African Union's initiatives are supported

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<sup>5</sup> <http://www.alvaro-sobrinho.com/2014/05/25/science-and-technology-must-be-the-foundations-of-africas-post-2015-world/>.

<sup>6</sup> Francophone Africa is lagging behind, with only 5 SSA countries with quality assurance agencies.

<sup>7</sup> Nkunya, April 2014.

([http://www.iucea.org/index.php?option=com\\_content&view=article&id=110:statementes&catid=81:about-the-iucea](http://www.iucea.org/index.php?option=com_content&view=article&id=110:statementes&catid=81:about-the-iucea)).

through the **Association of African Universities (AAU)** which is considered as the AUC's implementing partner for higher education.

UNESCO provides technical and financial support to organisations involved in quality assurance enhancement in Africa, including the AUC, the AAU, the African quality assurance network and CAMES. It is also directly implementing capacity building activities in quality assurance and teaching and learning in higher education.

### **2.2.2. Sector context: policies and challenges**

A policy seminar in December 2013 listed the following challenges for the revitalisation of higher education on the African continent: increase access and enrolment (whilst ensuring equity), differentiate more in HEIs, review the financing of HEIs, improve leadership/governance/management, build infrastructural capacity, harmonise HE systems, promote quality assurance at national and institutional levels, curriculum reform for more relevance and employment, develop staff (and recruitment of new staff), undertake more postgraduate training and research, ensure a greater sub-regional/regional/international cooperation and greater and more effective use of Information and Communication Technologies (ICT).<sup>8</sup>

Related challenges, in particular the depreciating quality of higher education teachers (and teachers at primary and secondary level), lack of regional quality assurance frameworks and accreditation systems and the capacity deficit of quality assurance agencies are further highlighted in UNESCO's "one minute" survey of January 2014.

The central element of the EU response is therefore to support the harmonisation of higher education at continental level as this will address in particular the following challenges: differentiation in HE institutions, improvement of leadership/governance/management, harmonisation of systems, ensure staff development and greater sub-regional/regional and international cooperation.

The quality assurance and accreditation experience undertaken in Europe through the Bologna Process and the on-going work with African universities testify to the interest and benefits linked to the portability of qualifications, as reflected in the discussions of the Africa-EU Policy workshops on *Academic Cooperation and Research Collaboration* and on *Linking Institutional Evaluation Practices* held in October and December 2012. The key challenges for quality and accreditation and possible way forward have been identified by stakeholders at the *Exploring Quality Assurance through the Africa-EU Partnership* Conference in Libreville, Gabon in May 2013 and work is currently beginning on the Development of Continental Quality Assurance and Accreditation Framework under the JAES Support Mechanism.

### **2.3. Lessons learnt**

The revision of the Arusha Convention began in 2002 under the auspices of UNESCO and the Commonwealth of Learning and has continued since 2007 under the African Union. In the last decade, quality assurance efforts have experienced major developments and progress in Africa. Despite these achievements, major challenges still abound. This could be an indication of ineffectiveness of mechanisms used to oversee the revision process. Indeed, although the Arusha Convention and the Harmonisation Strategy focus primarily on quality of academic programmes and institutions, their implementation does not adequately involve higher education and quality assurance stakeholders. According to UNESCO, this may partly explain the limited progress made on these initiatives.<sup>9</sup>

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<sup>8</sup> Goolam Mohamedbhai, "For mutual gain: Euro-African cooperation in higher education" Policy seminar, Brussels 13 December 2013 (<http://www.aca-secretariat.be/index.php?id=700>).

<sup>9</sup> [https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0\\_CONTENT\\_ID:119954](https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:119954).

The work undertaken to-date in the framework of the JAES (notably the policy seminars, the revised AQRM and the African Higher Education Harmonisation and Tuning pilot initiative) appears to be providing initial responses to these questions and has been particularly successful in fully involving grass-root academics and policy stakeholders. The Gabon conference recognises that in many of these areas activities have already been developed or are under development by a variety of national, regional and pan-African entities and that any further cooperation and capacity building activities should carefully take such existing activities into account and build on their results.

#### **2.4. Complementary actions**

The project is consistent and complementary with existing programmes in the area of higher education in the ACP countries:

- the concluding EDULINK programme which aims to foster capacity building and regional integration in the field of higher education through institutional networking, and to support a higher education system of quality, which is efficient and relevant to the needs of the labour market, and consistent with ACP socio-economic development priorities.
- the concluding Erasmus Mundus programme which aims to promote cooperation and exchanges in higher education between the EU and the rest of the world and in particular Action 2 partnerships which aim to link up the EU and the specific regions in the world such as ACP region in the field of higher education thereby encouraging and enabling ACP students to undertake postgraduate studies in Europe.
- the new Erasmus+ programme which aims to support credit mobility between the EU and partner countries across the world, mobility through joint degree programmes and capacity building in higher education.
- the on-going Intra-ACP Mobility schemes and African Union Nyerere programme which aims to support and promote mobility of students and staff within Africa.
- the PAU which aims to establish centres of excellence and promote cooperation at continental level.

The project is also consistent with current and future higher education projects in North African countries which are covered by the European Neighbourhood Instrument.

#### **2.5. Donor coordination**

All work undertaken to-date has been done with the main stakeholders in Africa, namely academics, student representation, employers, institutional management, Ministries for Higher Education, Councils for Higher Education, Agencies for Quality Assurance and Accreditation, regional bodies in charge of higher education and continental associations for higher education. Other important stakeholders such as UNESCO, NEPAD (The New Partnership for Africa's Development) and ADEA have also been involved. The next steps have been discussed and validated with these stakeholders and the main challenges and way forward for quality and accreditation were agreed upon in Gabon (May 2013) by the above stakeholders. The Association of African Universities (AAU) and the European University Association (EUA) have been party to these dialogues.

The AUC implements the following initiatives: the Higher Education Harmonisation Strategy, the Tuning Africa Project, the African quality assurance rating (AQRM) and has launched the process of establishing an African Accreditation Framework (through the JAES Support Mechanism). These initiatives are to provide a strong basis for the development of the African Regional Qualifications Framework and the credit transfer system and therefore contribute to the construction of the African higher education and research space.

The AAU is hosting the African Quality Assurance Network (AfriQAN) which was established in 2007 to promote collaboration among existing quality assurance agencies. The

AfriQAN main activities are capacity building of the agencies and implementation of the African Quality Assurance Peer Review Mechanism (AQAPRM). Sustainability depends on the ability of AfriQAN to mobilise new financial resources.<sup>10</sup>

EU Member States (higher education donor cooperation bodies, such as the DAAD or the Netherlands organisation for international cooperation in higher education, NUFFIC, in particular) have been involved in preparatory work and will continue as will the EU associations and quality and accreditation bodies and associations. Other bodies such as the Agence Universitaire Francophone (AUF) are also invited to feed into the work.

At EU level, a higher education donor harmonisation group was constituted in 2011. This group meets twice a year to report on Member State activities 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 JAES.

The World Bank has started work on their African Centres for Excellence and consulted the EU (and European associations) on work being undertaken on African Higher Education Harmonisation and Tuning in the framework of the JAES, in order to ensure complementarity. This consultation is regular and efforts are being made to enhance and build upon the different actions.

### **3. DETAILED DESCRIPTION**

#### **3.1. Objectives**

General objectives: Contribute and support the harmonisation of higher education programmes and the creation of a revitalised, distinctive, attractive and globally competitive African higher education space, through enhanced intra-African collaboration.

Specific Objectives:

- a. **Harmonisation and Tuning:** Scale up the Harmonisation and Tuning pilot initiative which took place over the period 2011-2013 from 60 to 120 universities and from 5 to a minimum of 7 subject areas by establishing new degree programmes, teaching, learning and assessment methods and defining joint agreements in subject areas.
- b. **Quality and Accreditation:** Support the development of a harmonised quality assurance and accreditation system at institutional level, national, regional and Pan-African continental level.

#### **3.2. Expected results and main activities**

##### **3.2.1 Component 1: Harmonisation and Tuning**

- a. Study programmes in 7 subject areas (the current Medicine, Agriculture, Teaching, Civil and Mechanical Engineering at both undergraduate and postgraduate level and 2 additional disciplines to be chosen) in 120 African universities harmonised through the Tuning methodology.

Activities: definition of degree profiles, competences, programmes and curricula through group meetings and consultation with academic staff, students and employers and submitted to university senates for approval.

- b. Related degree programmes and curriculum, (re)newed teaching, learning and assessment materials and methods, including for distance learning developed.

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<sup>10</sup> Shabani Juma, April 2013 Quality Regimes in Africa: The Reality and the Aspirations [https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0\\_CONTENT\\_ID:119954](https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:119954).

Activities: definition and development of programmes through discipline group meetings and work within the universities involved.

- c. African academic staff and staff from Councils for Higher Education and quality/accreditation agencies trained.

Activities: discipline group meetings with Tuning experts and parallel formative sessions for Councils and agencies.

- d. Discussions on equivalence, credits and credit transfer held and preliminary agreements between the universities, including modalities for staff and student mobility established.

Activities: identification of student workload and credits for new degree programmes, discussions with faculty and university authorities in 120 universities, working meetings with councils and agencies and development of bilateral agreements between universities in the 7 disciplines covered.

- e. Open network, interactive website and joint expert teams for peer review purposes and dissemination developed.

Activities: establishment of website and working arrangements, identification of experts for input, development of guidelines, posting of working materials, management of discussions, organisation and implementation of outreach activities, maintenance.

### **3.2.2. Component 2: Harmonisation, quality and accreditation**

- a. Common understanding and common language of the topic of quality assurance in higher education developed and agreement on the roles and responsibilities of different stakeholders in it promoted.

Activities: training sessions for a representative number of Councils for Higher Education and quality assurance agencies in the EU agencies and associations in charge of quality and accreditation.

- b. Development of a Pan-African Quality Assurance and Accreditation System (including the implementation of AQRM, African Quality Assurance Framework, Continental Accreditation Agency and related issues) communicated to stakeholders and supported.

Activities: identification and establishment of a group of African experts in quality assurance and accreditation within the existing structures, training and development of information materials, organisation of information campaigns at regional level and presence of experts and events and through e-discussions and articles.

- c. Based on the developed continental framework, standards and guidelines on quality assurance in Africa, developed as a collective effort of all stakeholders in higher education.

Activities: establishment of a dedicated working group of African experts, specific training on the development of standard and guidelines undertaken in EU agencies and associations, drafting of standards and guidelines put to stakeholders established.

- d. Discussion platform on quality assurance, covering good practice, initiatives, tools, information guidelines and experts designed, established and maintained.

Activities: technical advice from EU organisations, specifications developed, platform designed and established, roles and responsibilities defined, continuous updating and posting of information, management of discussions, outreach and maintenance.

- e. New national quality assurance agencies supported and existing agencies strengthened.

Activities: periodical training sessions for quality assurance agencies staff in the EU agencies and associations in charge of quality and accreditation.

- f. Quality assurance culture developed in higher education institutions.

Activities: selection of a representative group of Vice Chancellors/peers (covering 5 regions and 3 languages), training on institutional evaluation processes, piloting of an Institutional Evaluation Programme at a selected group of universities and awareness raising on the AQRM at universities across the continent.

### 3.3. Risks and assumptions

<b>Risk/assumption</b>	<b>Level of risk</b>	<b>Mitigating measures</b>
Bilateral agreements between universities implemented as of 2017 onwards	Middle	Involvement of Member States and regional associations throughout the process
Ensure agreement on the roles and responsibilities of different stakeholders in quality and accreditation	Middle	Support from ENQA (European Network for Quality Assurance), ECA (European Consortium for Accreditation) and EQAR (European Quality Assurance Register for Higher Education)
Ownership and engagement at top and bottom levels	Low	Clear communication channels required and strong steering by EU and AUC. A continuous involvement of stakeholders at regional and national level and regular reports and involvement of the Conference of Ministers of Education of the African Union (COMEDAF)

### 3.4. Cross-cutting issues

The principle cross cutting issue is ensuring gender equality in the harmonisation process. Whilst the majority of Vice Chancellors, CEOs of regional associations and Ministry officials are male, the overall balance in the harmonisation activities to date has been good. Practically 40% of the academics involved in Tuning have been female, half of the Tuning coordinators are female and a number of very active female representatives (from Ministries and Councils for Higher Education) at policy level have been involved. Interventions and speakers are always mixed and efforts will be made to continue this practice. Specific encouragement to ensure female representation will also be included in the call to universities wishing to participate.

There has also been a deliberate effort to include not only the stronger universities to lead the process but also disadvantaged universities (including from post-conflict or fragile countries) which tend to have less access to international cooperation. This practice will continue. The same applies for the quality and accreditation work.

In terms of environmental questions, there is no or low risk of negative effects. Open platforms and digital communication is the main mode of communication, work and dissemination. Face-to-face meetings (which involve air travel) are limited and carbon-offsetting is possible. Training seminars are grouped. New study courses on environment and climate-relevant topics will be promoted as part of the harmonisation of higher education programmes.

### **3.5. Stakeholders**

The AUC, the AAU universities (as the African Union's implementing body for higher education), the regional bodies in charge of higher education but also the Vice Chancellors of higher education institutions are the main policy partners for steering the process. They are responsible for the buy-in of Member States, for progress of accreditation at regional level and for the push from grass roots level respectively.

They ensure throughout the operations that results are disseminated and that attendance and involvement of the policy makers is ensured throughout the initiative. They will encourage Member States and regional associations/councils/agencies to move forward on the recognition of qualifications and the introduction of credit transfer systems and quality assurance measures at continental level. The regional associations/councils/agencies are fully involved in the process also.

As described under 2.2.2., 2.3 and 2.5, consultation has been on-going. In terms of ownership, the Tuning process has been completely appropriated by the participating universities. They are now coordinating the discipline groups and only rely on the European experts for input, dialogue and peer review. Councils for Higher Education and agencies for accreditation have also stated their intentions to use these initiatives for pursuing their strategies for quality and accreditation.

The processes between the two initiatives are interlinked, feeding each other in terms of ownership. The initiatives also interlink with the PAU (one of the selected degree programmes to be "tuned" will be from the PAU).

## **4. IMPLEMENTATION ISSUES**

### **4.1. Financing agreement**

In order to implement this action, it is not foreseen to conclude a financing agreement with the partner country, referred to in Article 184(2)(b) of Regulation (EU, Euratom) No 966/2012.

### **4.2. Indicative operational implementation period**

The indicative operational implementation period of this action, during which the activities described in sections 3.2. and 4.3. will be carried out, is 48 months from the adoption of this Action Document, subject to modifications to be agreed by the responsible authorising officer in the relevant agreements. The relevant Committee shall be informed of the extension of the operational implementation period within one month of that extension being granted.

### **4.3. Implementation components and modules**

#### ***Procurement (direct management)***

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

#### Choice of intervention:

- Component 1: Negotiated tender for Harmonisation and Tuning, linked to the intellectual property rights of the methodology ("Tuning Educational Structures in Europe" was officially registered as Community Trademark (CTM) n° 6928782 in 2002 and is valid until May 2018).
- Component 2: Open call for tender.

Subject in generic terms, if possible	Type (works, supplies, services)	Indicative number of contracts	Indicative trimester of launch of the procedure
3.2.1. Component 1: Harmonisation and Tuning initiative	Services	1	First trimester 2015
3.2.2. Component 2: Procurement Harmonisation, Quality and Accreditation initiative	Services	1	First trimester 2015

#### 4.4. Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act shall apply.

The responsible authorising officer may extend the geographical eligibility in accordance with Article 9(3) 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 other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

#### 4.5. Indicative budget

	Amount in EUR	Third party contribution
<b>Component Harmonisation and Tuning</b>		
3.2.1. Procurement for 1 <sup>st</sup> component (direct management)	3 000 000	N/A
<b>Component Harmonisation, Quality and Accreditation</b>		
3.2.2. Procurement for 2 <sup>nd</sup> component (direct management)	2 000 000	N/A
<b>TOTAL</b>	<b>5 000 000</b>	N/A

#### 4.6. Performance monitoring

The following indicators have been identified within the Multi-Annual Indicative Programme Component 1:

- Number of new or updated curricula using the Tuning methodology in the existing programmes of the participating universities.
- Number of new teaching learning and assessment methods and related materials introduced using the Tuning methodology in the existing programmes of the participating universities.

Component 2:

- An open platform for communication and dissemination of knowledge set up with PanAf support and actively used by the African Universities.
- Number of focal persons trained in quality assurance at national, regional and continental level per year and with PanAf support.
- Number of standards and guidelines on quality insurance developed by HEIs with PanAf support per year.

- Number of events organised and policy papers published on the development of a Pan-African Quality Assurance and Accreditation System.

The European Commission will, in association with the African Union Commission, steer and monitor the initiatives financed under this action. Interim reports and final reports will be provided and assessed. The findings of the interim report will feed into a mid-term review in 2017.

#### **4.7. Evaluation and audit**

The European Commission shall ensure checks and audits funded under other funding sources for the compliance of the action with contractual obligations.

In addition, an external evaluation will also be undertaken in 2017. The external evaluation will be carried out by independent consultants recruited directly by the European Commission in accordance with European Commission Rules and procedures on the basis of specifically established terms of reference. The findings of the reports and evaluations will feed into a mid-term review in 2017. The auditing and evaluation of this action will be funded under a separate source of funding.

#### **4.8. 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 before the start of implementation and supported with the budget indicated in section 4.5 above.

The measures shall be implemented either (a) by the European Commission, and/or (b) by the contractors. Appropriate contractual obligations shall be included in procurement.

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. Activities will be launched in 2015 and run alongside the initiative. The European Commission will use existing framework contracts.

The European Commission will promote the action on its website. Information on the important activities undertaken will be sent to all the relevant stakeholders and organisations involved or interested in the work and will include briefings to EU Delegations in relevant countries.

In addition the European Commission Services and the African Union Commission may ensure visibility of this action through organisation or co-organisation of a specific event(s) to promote the programme as a whole for which budgetary allocation has been made.

The African Union Commission and other regional organisations will use their own systems at the same time to promote the programme as a whole and provide information to relevant and interested stakeholders. The organisations concerned will be requested to respect the visibility rules set above. Moreover, EU Delegations and European Commission Headquarters may consider the possibility of capitalising on other events in the respective regions.

The contractor(s) will be required to provide a solid visibility and networking strategy (a) to promote the action, and reach a maximum number of institutions; and (b) to ensure visibility and credit of the European Commission and African Union Commission in all reports, publications and events linked to the activities. The evaluation grid contains specific points for the evaluation of these aspects.