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of the Commission Implementing Decision on the Annual Action Programme 2016 of the DCI Pan-African Programme

Action Document for "Intra-Africa Academic Mobility Scheme II"

INFORMATION FOR POTENTIAL GRANT APPLICANTS
WORK PROGRAMME FOR GRANTS
This document constitutes the work programme for grants in the sense of Article 128(1) of the Financial Regulation (Regulation (EU, Euratom) No 966/2012) in the following sections concerning calls for proposals: 5.4.1 "Grants – call for proposals (direct management).

1. Title/basic act/ CRIS number	"*Intra-Africa Academic Mobility Scheme II*" CRIS number: DCI/PANAF/038-821 financed under the Development Cooperation Instrument			
2. Zone benefiting from the action/ location	Pan-African The action shall be carried out at the following location: Africa			
3. Programming document	Pan-African Programme Multiannual Indicative Programme 2014-2017			
4. Sector of concentration/ thematic area	Strategic area 3 "Human development"	DEV. Aid: YES[1]		
5. Amounts concerned	Total estimated cost: EUR 10 000 000 Total amount of EU budget contribution EUR 10 000 000 from the general budget of the European Union for 2016			
6. Aid modality and implementa-tion modalities	Project Modality Direct management through EU executive agency: Education Audio-visual and Culture Executive Agency (EACEA) Grants (call for proposals) and procurement of services			
7 a) DAC code(s)	11420 – Higher Education			
b) Main Delivery Channel	11000 - Donor Government Other channel: EACEA			
8. Markers (from CRIS DAC form)	**General policy objective**	**Not targeted**	**Significant objective**	**Main objective**
	Participation development/good governance	☒	☐	☐
	Aid to environment	☒	☐	☐
	Gender equality (including Women In Development)	☐	☒	☐

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

		Not targeted	Significant objective	Main objective
	Trade Development	☒	☐	☐
	Reproductive, Maternal, New born and child health	☒	☐	☐
	RIO Convention markers	**Not targeted**	**Significant objective**	**Main objective**
	Biological diversity	☒	☐	☐
	Combat desertification	☒	☐	☐
	Climate change mitigation	☒	☐	☐
	Climate change adaptation	☒	☐	☐
9. Global Public Goods and Challenges (GPGC) thematic flagships	N/A			

SUMMARY

During the 4th EU-Africa Summit in 2014, the EU and Africa committed to further promote higher education in Africa through networking, mobility of students and staff, and institutional support and innovation, within the framework of the Joint Africa-European Union (EU) Strategy, which was adopted at the Lisbon Summit in 2007. This is reflected in the 2014-2017 Roadmap of the Joint Africa-EU Strategy, which underlines the crucial role of higher education for economic and social development. The roadmap (§33) also refers to the strong potential of mobility to "improve the quality of higher education, by accelerating the use of transparency and recognition tools and by helping institutions develop better services to send and receive foreign students and researchers".

As a response, and based on the experience under the Africa component of the Intra-ACP Academic Mobility Scheme (2010-2013), the EU decided, as part of the Multiannual Indicative Programme for the Pan-African Programme for the period 2014-2017[2], to continue supporting mobility of students and staff within Africa through the Intra-Africa Academic Mobility Scheme. A first contribution of EUR 10 000 000 was approved in 2015 allowing for the launch in 2016 of a first call for proposals, while this Action Document refers to another contribution of EUR 10 000 000 allowing for the launch of a second call for proposals.

The main objective of the scheme is to promote sustainable development and ultimately contribute to poverty reduction by increasing the availability of trained and qualified high-level professional labour in Africa. More specifically, the programme aims at improving the skills and competences of students and staff, through enhanced intra-African mobility and better access to higher education.

The scheme also aims to build the capacity of Higher Education Institutions (HEIs) in managing mobility flows and conducting inter-institutional exchanges, thereby contributing to the promotion of internationalisation. In the medium term, the scheme is expected to support the harmonisation of programmes and curricula within participating institutions and enhance the political, cultural, educational and economic links between the participating countries.

The programme will be directly managed by the European Education, Audio-visual and Culture Executive Agency (EACEA) in collaboration with the African Union Commission (AUC), under the supervision of the European Commission's Directorate-General for International Cooperation and Development. The method of implementation is through calls for proposals and procurement of services.

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[2] C(2014)5375 final of 30.7.2014.

1. CONTEXT

On average over 2005-2015, Africa has experienced impressive growth, with an annual real Gross Domestic Product (GDP) increase of 5.6%. This has not only been driven by favourable commodity prices but also extended to countries that do not possess significant natural resources. This dynamism should continue since Africa's GDP is expected to double by 2030. With 30 million km² of land, making Africa the second biggest continent, the subsoil is a tremendous asset. Demography is also dynamic. Today, 16% of the world's population lives in Africa. Around 2030, 1 person out of 4 will be African and at the end of the 21st century, 4 out of 10. In the long run, only Africa will be capable of satisfying the global need for a young and cheap labour force, with an economically active population (15-64 years) that will almost double. The population will not only be increasingly younger but also urbanised. Sub-Saharan Africa's urban population is thus projected to double by 2030.

Yet, Africa's growth is not generating the jobs that its people need. In 2013, approximately 27.2% of young people in the labour force were without work compared to 26.6% in 2012. Although the proportion of people living in extreme poverty (i.e. on less than USD 1.25 a day) in sub-Saharan Africa decreased from 53% in 1981 to 47% in 2011, almost one out of every two Africans lives in extreme poverty. If Africa fails to create the jobs its growing population needs, unemployed urban youth could become a source of potential future instability and irregular migration. Typically, out of the 33 fragile states identified in 2015, 18 are African. 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.

1.1 Sector analysis

In 2008, students from sub-Saharan Africa were the most mobile in the world, with one in 16 studying abroad. About 1/4 of them studied in another country within the same region, while nearly two-thirds (65.1%) studied in North America and Western Europe. These high outbound mobility figures can be explained by "push factors" in the home country such as deficits of the education sector or others. Given this dynamic, Africa is extremely vulnerable to the exodus of students and qualified people, who should be retained in the continent with attractive opportunities for studying/research.

1.1.1 Public Policy Assessment and EU Policy Framework

African continental higher education policy
The African Union Commission (AUC) is working towards the construction of an African Higher Education and Research Space (AHERS) to facilitate academic mobility and collaboration among African countries and their higher education systems. The AUC is pursuing this objective through the following activities:
- reinforcing the AU Harmonisation Strategy of higher education;
- advocating the ratification and implementation of the Addis Convention;
- activating the involvement of Universities in Harmonisation Process through the Tuning Methodology;
- promoting an African Credit Transfer System;
- advancing the development of an African Continental Qualification Framework;
- strengthening African cooperation in Quality Assurance;
- fostering Intra-Africa Mobility of Students through the Mwalimu Nyerere AU Scholarship Scheme established by the AU in 2007 to enable African students to study at recognised HEIs on the continent, in areas related to science and technology. Students who participate in this programme are required to work in Africa for a minimum of two years after graduation;
- promoting research and postgraduate training through Centres of Excellence.

At regional level, efforts are made to enhance mobility of staff and students across regions: the Inter-University Council for East Africa, the African and Malagasy Council for Higher Education (CAMES) for African francophone countries, and the Southern Africa Development Community (SADC) which is developing regional qualifications framework for supporting mobility within the region. Discussions are also ongoing about the establishment of mobility schemes in Northern Africa.

EU development policy in higher education

The EU development policy towards Africa emphasises the importance of cooperation in higher education, in order to build high-quality tertiary education capacity through networking, mobility of students and staff, and institutional support and innovation. It is considered that HE plays a crucial role in producing high quality human resources and in disseminating the results of scientific and technical research. Fostering higher education is therefore instrumental for growth and jobs.

At the 4th EU-Africa Summit in April 2014, the EU and African Heads of State and Government recognised the importance of higher education in enhancing citizenship and democratic values as well as in fostering sustainable development and encouraging trade and investment. They also agreed to promote student exchange programmes between the two continents and within Africa. Mobility within Africa is also one of the priorities under the chapter 'Human Development' of the Joint Declaration adopted during the closing session of the 7th EU-African Union College-to-College meeting (Brussels, 22 April 2015).

1.1.2 Stakeholder analysis

The target groups of the programme are:
- African higher education institutions (HEIs) which will participate in cross-regional partnerships, and host students and staff;
- Postgraduate students (Master students as well as doctoral students), academics and professional staff of African HEIs, who are interested in getting access to and following high quality education/training and to carry out research in other African HEIs.

The other key stakeholders of the programme are:
- EU HEIs as technical partners;
- Non-governmental organisations (NGOs), local authorities, Small and Medium Enterprises (SMEs), etc., as associated partners;
- The African Union Commission (AUC);
- European Commission services which will participate in the selection panel of the proposals.

African Regional Economic Communities (RECs) are not specifically targeted but regional institutions may be used for dissemination of information, e.g. CAMES, Inter-University Council of East Africa, as well as other relevant associations, such as the Association of African Universities (AAU), the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), the African Network for Agriculture, Agroforestry and Natural Resources Education (ANAFE).

1.1.3 Priority areas for support/problem analysis

A major problem for Africa is the increasing lack of high-level professionals in areas crucial to development. Shrinking public funding for higher education and a rapid increase in enrolment (massification of HE) have resulted in the erosion of the quality of education which has hampered the development of human resources and the economic growth in the region.
This lack of access and quality of higher education in African countries has also contributed to migration of skilled graduates and professionals ("brain drain"), looking for more favourable study

and employment opportunities mostly in North America and Europe, a phenomenon which has further increased the shortage of educated professionals.

As a response to these challenges and working on the assumption that the intra-Africa mobility of staff and students can facilitate brain circulation among the participating HEIs and countries, the EU launched the Intra-ACP Academic Mobility Scheme (2010-2013, for a budget of EUR 35 000 000) for promoting the mobility of students and academic staff within Africa. Following three calls for proposals, 15 partnerships among HEIs were selected, registering 157 instances of participation of African institutions from 32 African countries. These partnerships planned that 1,500 students and staff will benefit from mobility across the continent. The programme also paved the way to reinforced cooperation between different higher education systems in Africa, as each partnership must involve institutions from at least three different African regions.

This experience has shown that mobility actions in the higher education sector have an impact on the personal development and indirectly on employability of students but also a sustainable impact on HE institutions. It appeared in particular that, in order to ensure a high level of quality in terms of preparation, mentoring and recognition of the outcomes for the individuals by the institutions involved, mobility needs to take place in the framework of institutional agreements. Mobility also has a positive impact on the quality of higher education by promoting the design of internationalisation strategies, thus contributing to regional and continental policies for the harmonisation of higher education on the African continent.

For these reasons, under the Pan-African programme, the Intra-Africa Mobility Scheme has been designed as a follow up to the Intra-ACP scheme. It will allow for expanding the scheme to North Africa and South Africa. While the first phase was approved under the Annual Action Programme 2015, the current action relates to phase II of the Intra-Africa programme.

2. RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
1. Low take-up of the new programme by higher education institutions	L	Information provided to stakeholders, awareness raised to encourage participation
2. Non transparent selection procedure for students and staff	L	Clear selection process put in place with objective criteria
3. Difficulties for scholarship holders to leave their country and entering the host country/ies	M	Information provided to embassies to facilitate the visa application process
4. Under-performing students and risk of non-completion of the mobility	M	Mentoring/support system put in place in host universities
5. Lack of experience of higher education institutions in managing large scale scholarship schemes	M	Information and guidance provided; obligation to involve "technical" partners
6. Non-absorption of the grant awarded in particular in fragile and least developed countries (LDC)	H	Close monitoring of the projects and use of smaller grants

Assumptions
a) Cooperation among HEIs from different higher education systems support the internationalisation process and the design of internationalisation strategies, thus contributing to regional and continental policies for the harmonisation of higher education;
b) Development and approval at appropriate levels by the national/regional bodies of the policy papers and processes that would permit HEIs to develop and implement mobility schemes;
c) Mobility has an impact on the personal development and employability of scholarship holders as well as on the HE sector improving the quality of the HE systems as a whole;
d) Intra-Africa mobility of staff and students facilitate brain circulation among the participating HEIs.

The risk of low take-up of the new programme is mitigated by the information provided to the relevant institutions and HE authorities in Africa. This contributes to creating awareness of the new programme and to boosting demand for mobility. Since this programme is a follow-up to the well-established Intra-ACP Academic Mobility Scheme as well as phase I of the Intra-Africa Mobility Scheme for which the call for proposals has been launched in 2016, this risk is expected to be low.

A clear selection process respecting minimum objective criteria (academic merit, disadvantaged background, gender balance and favourable treatment of students with disability) will be put in place to ensure a transparent and fair selection of students and staff. Universities will sign inter-institutional agreements which clearly lay out the quality requirements in this respect. After their selection, it is assumed that scholarship holders will be authorised to leave their country and to enter the host countries. In order to ease the visa application process, embassies of the hosting countries will be sensitised about the programme.

Another risk is that candidates will not complete the mobility for which scholarships were granted. To this end, host universities are expected to have a mentoring/support system to prevent or address under-performing students and will monitor the mobility.

The lack of experience of HEIs in managing large-scale scholarship schemes might be a challenge to a smooth implementation of the programme. Information and guidance will be provided to the HEIs and to the grant beneficiaries in case of none or limited experience of some of these bodies in a) managing and hosting international students and b) fulfilling their contractual obligations in the context of the programme. In addition, applying partnerships will be requested to involve a 'technical' partner from the EU to assist them with the organisation and implementation of the scheme and good practice from the Erasmus+ programme will be integrated into relevant guidelines where appropriate.

There is a risk of non-absorption of the grants awarded in particular in fragile and least developed countries or regions within countries characterised by weak institutions and unstable environment (wars, conflicts and natural disasters). In those fast changing contexts, a close monitoring and smaller amounts granted should limit the risks of non-full absorption.

3. LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

Evidence from EU experience and other similar schemes shows that promoting mobility of students and staff is likely to improve the quality of higher education systems as a whole as well as the quality of professionals that have been involved in such schemes. This can also help address the problem of brain-drain from Africa to developed countries.

In line with the commitments made under the Joint Africa-EU Strategy (JAES) since 2008, the EU has been supporting the higher education sector through the Erasmus Mundus Programme, the Edulink programme, the Intra-ACP Academic Mobility Scheme (Lot 1 - Africa) and in parallel the support to the Mwalimu Nyerere AU Scholarship Scheme. The Erasmus+ programme is now the main programme for EU-Africa cooperation in higher education, covering both credit and degree mobility and capacity building. Both the Intra-ACP and Nyerere schemes have aimed, with different modalities, at contributing to the generation and retention of high-level African human resources through scholarships in key areas relevant to Africa's social and economic development.

No Results Oriented Monitoring (ROM) exercise or mid-term evaluation was carried out for the Intra-ACP Academic Mobility Scheme. It is also too early to have any lessons learnt from the first phase of the Intra-Africa Mobility Scheme, which was approved in November 2015 and will be implemented through a call for proposals launched in 2016.

Yet, through meetings with HEIs and students in the region, as well as through desk and field monitoring experiences, valuable lessons have been learnt:

- The need for a continental programme, which supports South-South cooperation and involves different African regions and institutional systems. This diversity, which sometimes proves challenging, encourages the participating HEIs to reverse the traditional one-directional patterns of cooperation with HEIs in North America and Europe and to focus instead on continental opportunities.
- Participation in the Intra-ACP Academic Mobility Scheme appears to be highly relevant for most participating institutions and is highly appreciated by individual beneficiaries. This is highlighted in the positive feedback received from beneficiaries. Several examples underline the benefits for the institutions, such as the creation or reinforcement of international offices, the creation of new academic networks, and the conclusion of bilateral/multilateral cooperation agreements.
- Some HEIs are deliberately utilising the programme for upgrading the qualifications of academics, i.e. encouraging staff members to apply as students. This practice, which is also relevant for the administrative staff mobility, can improve the capacities of institutions with less experience in managing international programmes.
- The financial management of the grant is often challenging the internal financial organisation, mainly for the coordinating institutions, which have to change their procedures to adapt to EU requirements. Despite the changes undergone, the amount of the grant often seems too high compared to the capacity (in terms of administration and management of high number of mobility flows).
- Some challenges have been reported by the coordinating institutions and scholarship holders regarding the financial conditions of the programme. The implementation has shown that some of the unit costs and lump-sums granted for the organisation and implementation of mobility were inadequate and did not correspond to the reality.
- In the proposals submitted by the applicants, the needs analysis regarding curricula development and the feasibility study of managing mobility in different partner institutions was often weak. Partnerships tended to offer more scholarships for degree seeking mobility flows. This was due to the fact that (i) some HEIs are not fully ready for exchanges (mainly at master level) and that

(ii) the availability at the partner institution of a specific academic offer does not exist at the origin institution (particularly for doctorates).

- Exchanges seemed to be more common at doctorate level since they are based on research periods and not on credits acquired. Joint researches, co-tutoring/joint supervision of thesis, research collaborations and common scientific publications were among the main outputs of the mobility implemented under the scheme.

- The lack of practical arrangements (i.e. credit transfer systems) for recognising the mobility periods spent at a different HEI makes it difficult to develop an integrated approach to the study recognition in a short timeframe. One exception in the Intra-ACP programme was the partnerships involving HEIs from the West and Central African regions where many harmonisation initiatives are ongoing to allow for exchanges. This issue has also an impact on the scholarship applications since students, who are not sure to have the mobility period recognised as integral part of their studies, prefer to apply for degree seeking scholarships. Even so, the partnerships have made efforts to facilitate cooperation on recognition of studies and qualifications. These efforts will be further encouraged in the call for proposals launched in 2016 and the call to be launched in 2017 also using where appropriate good practice from Erasmus+.

- Although partnerships were requested to pay attention to the gender balance, the female ratio continues to be lower in terms of applications received/selected, in particular for doctorate mobility. Female involvement in academia at mid-career stage is an issue which can also be seen in other regions of the world[3] and particular efforts will be made to encourage change at institutional level through the parallel Harmonisation, Tuning and Quality initiatives.

- Overall, the organisation of mobility for beneficiaries went well during the first years. Applying for and obtaining the necessary documentation for entering the host country in some cases took longer and required more efforts than anticipated. For example, an additional transit visa may be required and for some countries applications and collections can be made from one centre only.

On such basis, the EU decided to continue its support to African countries beyond the end of the Intra-ACP Academic Mobility Scheme (2010-2013) by launching the Intra-Africa Academic Mobility Scheme (I). A first funding of EUR 10 000 000 was decided in 2015 with a call for proposals launched by the Executive Agency at the beginning of 2016. The selected projects should start their activities by the end of 2016.

3.2 Complementarity, synergy and donor coordination

Complementarity and synergy

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

The developments in Africa follow those that have taken place and are taking place in the EU. The fact that the two continents are going through similar processes and have mutual interests in sharing practices is characteristic of the Africa-EU partnership in Higher Education.

The table below describes the overall policy reforms in the EU and Africa and presents the related policy initiatives as well as the instruments and programmes supporting these reforms. It also situates the Intra-Africa programme in the contextual landscape, highlighting the complementarity and synergies between instruments:

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[3] http://www.universityworldnews.com/article.php?story=20160209152152350.

Push	EU	Development and internationalisation of higher education	Africa	Push
↰	Lisbon Recognition Convention (EU, Council of Europe, UNESCO)		Addis (former Arusha) Recognition Convention (AU, UNESCO)	↘
↰	Bologna Process (European Higher Education Area – EHEA)		AU Harmonisation Strategy (African Higher Education and Research Space - AHERS)	↘
⇩	European Quality Assurance Register (EQAR) and ENICs/NARICs (Member state QA and Recognition bodies)		Pan African Quality Assurance and Accreditation Framework (PAQAF) – establishment of a continental agency, regional and Member state QA and Recognition bodies)	⇩
⇕	Tuning Educational Structures in Europe/European credit transfer system/CALOHEE – Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (EU)	*Agenda for Change and EU Higher Education in the World*	Africa-EU Harmonisation and Tuning initiative (Tuning): degree programmes, competences, learning outcomes and African credit system	⇕
⇕	European Standards and guidelines (ENQA, EUA, ESU, EURASHE)		Africa-EU Harmonisation, Quality and Accreditation initiative (HAQAA): support to PAQAF, standards and guidelines for QA and capacity building at institutional, national and regional level (AAU, AfriQAN, etc.)	⇕
⇧	Institutional Evaluation Programme (EUA)		African Quality Ranking Mechanism (AQRM - AU)/Quality Connect institutional evaluation (AAU/EUA)	⇧
⇧	'Traditional' Erasmus (intra-EU)	*Erasmus+: capacity building and South-North/North-South mobility*	**Intra-Africa Mobility**	⇧
		Former (phasing out) EU programmes (Edulink and Erasmus Mundus): capacity building and South-North/North-South mobility	Mwalimu Nyerere AU Scholarship Scheme (focus: STEM, women, vulnerable groups)	⇧
		Member States bilateral programmes: capacity building and South-North/North-South mobility	Pan African University (regional centres of excellence and intra-Africa scholarships)	⇧

Key:

⇩: pushed from the top through a political process which includes the EU/AU, regional bodies (Africa) and Member States.

⇕: flagship initiatives which mix bottom-up involvement (universities, agencies developing and testing the proposals) and top-down policy makers (EU, AU, regional bodies validating the proposals which will be brought to the higher level for approval by Member States) – these are where the main concrete measures of the recognition conventions/policy processes (Bologna and Harmonisation) are actually implemented (and in the case of Africa, can help paving the way for ratification of the Addis Convention).

⇧: bottom-up instruments: instruments made available through programmes to individuals and universities which support progress on the policy initiatives (ex. introduction of a credit system which facilitates mobility) and push the system at policy level (ex. need for a recognition system to be implemented concretely so that individuals have access to jobs across the continent).

- Some EU Member States (see bilateral programmes in table above) also have North-South/South-North scholarship programmes with Africa (full degrees, shorter credit mobility or sandwich programmes, summer schools, etc.): DAAD (the German Academic Exchange Service), the Agence Universitaire de la Francophonie, the British Council, NUFFIC (the Netherlands organisation for international cooperation in HE), CIMO (the Centre for International Mobility, Finland), Programkontoret Sweden, Campus France. A 2010 mapping of Member States programmes can be found at: http://www.mapping-he.eu/Programmes/Default.aspx. The "Study in Europe" website, which is an entry point for international students looking for scholarships in the EU, also provides relevant information in this respect (http://ec.europa.eu/education/study-in-europe/)
- Other international organisations such as Carnegie also operate scholarship programmes.

Donor coordination

Through the Erasmus+ programme and bilateral programmes in the field of education, the EU as well as a number of EU Member States, international organisations as well as other countries support cooperation in the field of higher education, capacity building and student and academic mobility with Africa. A number of fora, both in the EU and Africa, are used to share information on strategies, priorities and activities of the different actors to ensure complementarity. The Association of African Universities (AAU), as the main implementing body for higher education for the African Union, also promotes coordination amongst donors.

3.3 Cross-cutting and other issues

In line with the first phase of the programme, the Intra-Africa Academic Mobility Scheme II will address gender equality by promoting a balanced participation of women (both staff and students) in mobility. The call for proposals will include specific incentives aimed at encouraging the participation of women.
In addition, the action will strive to increase the participation of students and staff from fragile and conflict-affected states and regions within a country.

During the call for proposals, applicants will have to provide details on the concrete measures taken by the partnership to respond to gender equality and social equity requirements by explaining their strategy to include these priorities in their scholarship holders' selection process. This will be evaluated during the selection process.

4. DESCRIPTION OF THE ACTION

4.1 Objectives/results

The overall objective of the action is to promote sustainable development and poverty reduction by increasing the availability of trained and qualified high-level professional manpower in Africa.

The specific objectives are:

- to contribute to the improvement of the quality of higher education through the promotion of internationalisation and to the harmonisation of programmes and curricula within participating institutions.
- to enable students and staff to benefit linguistically, culturally and educationally from the experience gained in the context of mobility to another country.

Expected results
1. Improved and enhanced intra-African mobility of higher education students and staff;
2. Wider access to postgraduate courses provided to students including those from disadvantaged groups;

3. Increased participation of women and higher education institutions, students and staff from fragile and least developed regions/countries in the mobility scheme;
4. Reinforced capacity for African academic and administrative staff (linguistically, culturally and educationally) and their institutions in managing mobility flows within the frame of inter-institutional exchanges and enhanced capacity in international cooperation e.g. through an increased number of bi- or multi-lateral cooperation agreements with other universities;
5. Facilitated cooperation on recognition of studies and qualifications which will contribute to the improvement of the quality of higher education through the promotion of internationalisation, and progress in the harmonisation of programmes and curricula within participating institutions;
6. Increased visibility for the participating institutions;
7. Enhanced dissemination of information on the various experiences and good practices of participating universities;
8. Enhanced political, cultural, educational and economic links between the participating countries in the longer run.

4.2   Main activities

The main activities related to the management of the programme are the following:
- Preparation and implementation of communication strategy targeting the potential applicants;
- Preparation of guidelines for call for proposals (scope of the call, eligible entities and partnerships, grant amount and number of mobility flows, conditions for organisation and implementation of mobility by the partnerships, etc.);
- Evaluation of the proposals (analysis by external independent experts);
- Selection of proposals and award of grants;
- Preparation and signature of grant agreements with the applicant/coordinating HEI;
- Follow-up and monitoring of projects;
- Results and quality assessment of the projects: impact on the region and country, on the institutions (e.g. number of staff, number of doctoral candidates, cooperation/partnerships established), and on individual students (e.g. return of students to the institution, increased employability and full fulfilment of the period of mobility).

The main activities within the partnerships are the following:
- Organisation and implementation of mobility;
- Development of communication and information strategy;
- Preparation of reports and analysis of results.

The main activities related to involvement of the African Union Commission (AUC) are the following:
- Consultation of AUC on the implementation of the mobility scheme through the Steering Committee;
- Transfer of know-how to AUC and/or possible designated independent body related to the preparation and implementation of the information strategy, evaluation of proposals, and selection of the grants, as well as in the design, management and monitoring of mobility schemes;
- Joint monitoring of the activities.

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, referred to in Article 184(2)(b) of Regulation (EU, Euratom) No 966/2012.

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 90 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

Not applicable.

5.4 Implementation modalities

The action will be implemented under direct management by the Education, Audio-visual and Culture Executive Agency (EACEA) through a delegation by the Commission in accordance with Decision (2013/776/EU) in collaboration with the African Union Commission (AUC). EACEA will be responsible for the management of the call for proposals, and for the assessment and management of grant awards, contracting and monitoring of the awarded projects.

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

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

In line with the objectives indicated in section 4.1, the call for proposals will enhance the capacity of HE institutions in Africa in international cooperation (by promoting collaboration between home and host institutions) and will support mobility activities to improve the skills and competences of students and staff.

The priority areas of the call will be defined by the programme's stakeholders within 6 months after approval of the programme. Environment and climate change-related fields of study will be given particular attention during the selection of the thematic fields of the call.

The awarded grants will fund the organisation and implementation of student and staff mobility within Africa as well as the provision of education/training and other services to international students, teaching/training, research assignments and other services to staff from the African countries covered by the programme.

The grants will be calculated on the basis of lump sums to cover the organisation of mobility and on unit costs for the implementation of mobility. The use of reimbursement on the basis of lump sums and unit costs has shown to considerably simplify the calculation of the grant amounts in comparison to the budget-based system leading to a significant decrease of the workload of the contracting authorities and to an accelerated payment procedure for beneficiaries. It is likely to reduce also errors on the part of the beneficiaries, thus resulting in lower financial corrections and error rates.

In particular, the lump sum contribution will help cover the costs of the organisation of the mobility such as the partnership meetings (e.g. kick-off, selection committee meeting, closure meeting) and

the coordinators' meetings organised by the EACEA, any activity to promote the scholarship opportunities and to disseminate the projects' outcomes and results, tools in place for the selection of scholarship holders, etc.

The rates relative to those financing modalities have been defined for the Intra‑Africa Academic Mobility Scheme phase I call for proposal (2016) on the basis of the rates applied in the predecessor Intra-ACP Programme and on statistical data and financial means mobilised in similar existing programmes. The same rates can be applied for the call for proposals of the Intra‑Africa Academic Mobility Scheme II.

The call for proposals will mention an indicative number of individual mobility flows.

After the evaluation of proposals, grant agreements will be signed with the coordinating institution of the partnership. The grants awarded under this call for proposal may cover multiple rounds of individual mobility applications (e.g. selection rounds - or cohorts - that take place in different academic years).

(b) Eligibility conditions

The **partnership** will be composed of the applicant/coordinating HEI, the partner HEIs, an EU technical partner and the associated partners (where relevant).

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

The partners HEIs must follow the same eligibility criteria as the applicant/coordinating HEI.

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

Other types of organisations (NGOs, local authorities, SMEs, etc.) or other HEIs from Africa can be involved in the project as associated partners. They cannot receive funding from the grant and do not have to meet the applicant and partners' eligibility criteria.

Under each grant agreement, only the applicant/coordinating HEI will be a beneficiary while the other partners involved (partners, EU technical partner, associated partners) will be sub-grantees.

Eligible individual beneficiaries must be nationals from an African country and resident in Africa. In addition, students (master and doctorates) must be registered in/graduated from an African HEI involved in the partnership as a partner or from another African HEI. Staff must work or be associated with an African HEI involved in the partnership as a partner.

Subject to information to be published in the call for proposals, the amount of the EU contribution per grant is between EUR 1 000 000 (minimum grant) and EUR 1 500 000 (maximum grant) and the grants may be awarded to sole beneficiaries (mono-beneficiaries) only. The amounts of the individual grants may vary depending on the number, type and duration of the individual mobility flows planned in the project proposals.

The indicative duration of the grant implementation period is of 60 months. This duration is justified by the duration of the academic programmes offered (up to 48 months). An extension of maximum 12 months may be granted to the beneficiary if, for fully justified reasons beyond his control during the implementation of the project, it becomes impossible to complete the activities within the scheduled period.

(c) Essential selection and award criteria

The essential selection criteria are the financial and operational capacity of the applicant.
The essential award criteria are relevance of the proposed action to the objectives of the call, design, effectiveness, feasibility, sustainability and cost-effectiveness of the action.

(d) Maximum rate of co-financing

In accordance with Article 192 of Regulation (EU, Euratom) No 966/2012, the maximum possible rate of co-financing for grants under this call is 100%.

In accordance with Article 192 of Regulation (EU, Euratom) No 966/2012 applicable in accordance with Article 37 of (EU) Regulation 2015/323, if full funding is essential for the action to be carried out, the maximum possible rate of co-financing may be increased up to 100%. The essentiality of full funding will be justified by the Commission's authorising officer responsible in the award decision, in respect of the principles of equal treatment and sound financial management.

(e) Indicative timing to launch the call

End 2016 - first trimester 2017.

5.4.2 Procurement (direct management)

	Type (works, supplies, services)	Indicative number of contracts	Indicative trimester of launch of the procedure
Recruitment of external experts for the evaluation of the proposals	Services	10	2nd-3rd trimesters 2017
Support to project implementation activities	Services	2	1st trimester 2017

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

The indicative budget for the programme is as follows:

	EU contribution (in EUR)	Indicative third party contribution, in EUR
5.4.1 Call for proposals "Intra-Africa Academic Mobility scheme II"	9 835 000	N.A.
5.4.2 – Procurement (direct management) - External experts for the evaluation of the proposals	65 000	N.A.
5.4.2 – Procurement (direct management) – Support to project implementation activities	40 000	N.A.
5.11 – Communication and visibility – Support to visibility activities	60 000	N.A.
Evaluation, audit will be covered by another decision	N.A	N.A.
TOTAL	10 000 000	N.A.

Since the EACEA will be in charge of the implementation of the programme, the provisions of article 12 of the Council Regulation 58/2003 relating to operating costs apply. Credits for administrative costs will be transferred to EACEA from the general budget of the European Union, subject to the availability of funds for 2017 and subsequent years.

No financial allocation for contingencies has been foreseen under this programme.

5.7   Organisational set-up and responsibilities

A Steering Committee will be set up to oversee, provide advice and validate the overall policy orientations of the programme.
The Steering Committee will be composed of EACEA, the European Commission and the AUC. Other stakeholders may be represented with an observer status upon invitation by the Steering Committee.

5.8   Performance monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of projects resulting from a call for proposals will be a continuous process and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the logframe matrix. The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

In addition, the monitoring of the Intra-Africa Academic Mobility Scheme II will be done by EACEA in collaboration with the AUC, on the basis of the following performance indicators:

- Number of individual applications (by gender) per year;
- Number of students participating per year (disaggregated by gender, credit mobility, degree mobility);
- Number of academic staff (by gender) participating and indicating whether they have returned to their institutions;
- Differentiation of students and academic staff among African countries/regions (disaggregated by sending and receiving country, thematic field, gender, students with special needs and students coming from disadvantaged socio-economic background, and fragile and least developed countries and regions within a country);
- Number of institutions applying for - and eventually participating in - the Intra-Africa Academic Mobility Scheme II;
- Differentiation of institutions among African countries/regions (including from fragile and least developed countries/regions within a country);
- Number of institutions involved which have not participated in the previous Intra-ACP academic mobility scheme (Lot 1-Africa) nor Intra-Africa Mobility Scheme I;
- Establishment of recognition mechanisms of the mobility for students.

EACEA will follow-up the project implementation through desk-monitoring and field monitoring activities. In particular, specific data on the scholarships (e.g. home and host institutions, duration, gender, level of study, etc.) will be collected through project reporting as well as through the EACEA's Mobility Tool where all the funded mobility flows have to be encoded by the projects. Surveys to the scholarship holders may also be carried out to gather information on the impact and results of the mobility flows funded under this action and the previous Intra-Africa Academic Mobility Scheme I.

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 mid-term evaluation will be carried out for this action or its components via independent consultants contracted by the Commission. It will be carried out for learning purposes, in particular with respect to inform the next phase of the programme (including for policy revision).

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

The evaluation reports shall be shared with the African Union Commission (AUC) and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the AUC, 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

EACEA will audit financially the projects financed under this scheme.

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 such an audit shall be covered by another measure constituting a financing decision.

5.11   Communication and visibility

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

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

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

With regard to the communication on the programme, the EACEA will promote the call for proposals via its website. Information sessions will be organised in order to disseminate the information of the opportunities offered by the call. Additional activities might be organised targeting a specific African region/country, as well as participation in networking events, international fairs, etc. might be envisaged.

Information on the call for proposals will also be sent to all the relevant stakeholders and organisations involved or interested in being involved the programme. EU Delegations in relevant countries will be briefed on the programme in order to promote in HEIs' country and/or answer or refer questions.

AUC and the Association of African Universities (AAU) will use their own systems at the same time to promote the programme and provide information to prospective beneficiaries and grant applicants.

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.

An indicative number of 3 service contracts will be concluded during the 1st trimester 2017 for visibility activities.

APPENDIX - INDICATIVE LOGFRAME MATRIX

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.

Indicators aligned with the Pan-African Programme Multi-Annual Indicative Programme 2014-2017 are marked '*'

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall objective: Impact	OO: Promote sustainable development and poverty reduction by increasing the availability of trained and qualified high-level professional manpower in Africa	• OOI1: Number of students/academics trained and better qualified, disaggregated data by sex, disability and age • OOI2: Number of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups • OOI3: Employment rate of graduates from HEIs having participated in the exchange programme, disaggregated data by sex, disability and age	2017 (reports from Intra-ACP programme and surveys)	Access to higher education (including vulnerable groups) improved (target values will be set during the inception phase)	Programme mid-term evaluation Survey to alumni Partnerships' progress and final reports/ EACEA Mobility Tool	• Social and economic inclusion is a driver of poverty reduction • Mobility has a positive impact on employability • Labour market absorption rate depends on the availability of trained and qualified high-level professionals
Specific objective(s): Outcome(s)	SO1: To contribute to the improvement of the quality of higher education through the promotion of internationalisation, and harmonisation of programmes and curricula within participating institutions	• SO1 I1: Number of research works produced by research-active academic staff of partner HEIs • SO1 I2: Number and academic value of degrees achieved by 2nd and 3rd cycle students	2017 (reports from Intra-ACP programme and surveys)	• Improved quality of teaching and learning • Enhanced institutional and human capacity and conditions for academic research	Partnerships' progress and final reports Implementing Organisation (EACEA) Report(s) on implementation	All relevant stakeholders are willing to cooperate

Specific objective(s): Outcome(s)	SO2: To enable students and staff to benefit linguistically, culturally and educationally from the experience gained in the context of mobility to another country.	• SO2 I1: Number of applications (by gender) per year (MIP area 3.2, indicator 1.1) • SO2 I2: Number of students (by gender, credit or degree mobility) participating in the scheme per year (MIP area 3.2, indicator 1.2) • SO2 I3: % of postgraduate students returning to their home countries after their studies abroad	2017 (reports from Intra-ACP programme and surveys)	• Exchanges of students, academics and administrative staff supported • Enhanced internationalisation of individuals in Africa (target values will be set during the inception phase)	Surveys to scholarship holders/alumni Statistical data from the EACEA Mobility tool	Mobility has an impact on the personal development Monitoring and assessment systems of mobility are in place

			2017 (reports from Intra-ACP programme and surveys)			
Outputs	• OP1: Improved and enhanced intra-African mobility of higher education students and staff; • OP2: Wider access to postgraduate courses provided to students including those from disadvantaged groups; • OP3: Increased participation of higher education institutions, students and staff from fragile and least developed regions/ countries in intra-African mobility schemes; • OP4: Reinforced capacity for African academic and administrative staff (linguistically, culturally and educationally) and their institutions in managing mobility flows within the frame of inter-institutional exchanges and enhanced capacity in international cooperation e.g. through an increased number of bi- or multilateral cooperation agreements with other universities; • OP5: Facilitated cooperation on recognition of studies and qualifications which will contribute to the improvement of the quality of higher education through the promotion of internationalisation, and progress in the harmonisation of programmes and curricula within participating institutions;	• OP1 I1: Number and scope of partnerships among HEIs • OP2 I1 and OP3 I1: Number of students and staff members participating in the mobility from disadvantaged socio-economic background, and fragile/least developed countries); • OP4 I1: Number of International Offices implemented/restructured • OP4 I2: Status of internal procedures put in place in participating HEIs to improve implementation of exchange programmes • OP5 I1: Status of agreements on mutual recognition of qualifications • OP6 I1 and OP7 I1: Number and scope of visibility events and/or initiatives to disseminate information on programme experiences and good practices of participating universities • OP8 I1: Number and thematic area(s) of joint or collaborative degree programmes established • OP8 I2: Number and scope of joint research projects		• Regional dialogues on higher education established or supported • Advanced standardisation of higher education at regional level • Enhanced use of standards and tools in recognition and transfer of credits systems • Improved management practices at participating HEIs • Exchange between employers and HEIs on teaching/ learning process and outcomes	If available, studies on HE systems in partner countries/regions (e.g. strategic study on HE challenges in the country/region, institutional/capacity assessment, etc.) Partnerships' progress and final reports Implementing Organisation (EACEA) Report(s) on Implementation Field visits and mission reports Survey(s) to participating HEIs	Regional organisations play an active role towards harmonisation of national higher education systems Mobility has an impact on the higher education sector improving the quality of the higher education systems as a whole Mechanisms to reflect labour market needs in degree programmes and related curricula exist