



Intra-Africa Academic Mobility Scheme

Cluster Meeting on Project and Mobility Management

Brussels, 7-8 February 2018

SUMMARY and CONCLUSIONS



1. Introduction

Background and aim of the Cluster meeting

The main objective of the event was to provide a forum gathering the representatives of the first two generations of Intra-Africa Academic Mobility Scheme projects for knowledge sharing and exchange of experiences and good practice to support and improve project implementation. Speakers and facilitators were invited among the coordinators of previous Intra-ACP Academic Mobility Scheme projects, to share the expertise acquired in the field. The results of the event will serve as input for programme design and definition of implementation modalities of the next Intra-Africa Calls for proposals.

Around 90 university representatives from 24 different African countries gathered in Brussels for the meeting.

The meeting offered a mix of plenary sessions, participatory workshops and structured networking activities. Testimonials from projects, individual beneficiaries, experts and practitioners set the scene of the overall event and provided input to the discussions during the workshops.

Structure/content of the meeting¹

A. Plenary Session 1 (opening)

International mobility within Africa: Challenges and Opportunities

The session provided a framework to the discussions of the workshops by focusing on the challenges and opportunities in implementing an international mobility project in Africa and in particular on the Tuning Africa Programme and the development of an African Credit Transfer System as well as on the participation of women in mobility.

B. Parallel Workshops

Workshop 1: Efficiency in Project Management

- Planning and reaching targets
- Financial management

Workshop 2: Implementation of student mobility

- Selection and promotion
- Quality of academic monitoring and institutional services

Workshop 3: Implementation of student mobility

- Practical approaches to Credit Recognition
- Multiplier effects of mobility and student tracking

Workshop 4: Implementation of staff mobility

- Strategy in organising staff mobility
- Multiplier effects: Contribution of staff

¹ See Annex I for the complete programme of the meeting and consult all the presentations of the meeting in the event page: website: https://eacea.ec.europa.eu/intra-africa/events/2018-Project_and_Mobility_Management_meeting_en

C. Networking Sessions (throughout the event)

Two different networking sessions were organised to allow synergies among projects and inspire further collaborations: a. a poster session giving the projects the opportunity to showcase their innovative aspects and contribution of the mobility flows to the policy objectives of the programme; b. "supply & demand" blackboard where participants could express their needs/offers in various cooperation areas to meet potential partners for their future projects.

D. Plenary Session 2 (end of the meeting)

Mobility: A driver for internationalisation

One personal and one institutional point of view were presented during the session. A testimonial from an Intra-ACP scholarship holder showed how his mobility experience affected positively his academic, professional and personal life as well as the added value for the institutions involved. A representative of Stellenbosch University presented the institution's internationalisation experience and the role of mobility in developing and fostering relationships with partner institutions in Africa, including the definition of a university strategy, the development of mobility support services, etc.

Future Perspectives for EU-Africa Cooperation in Higher Education

The representatives of the European Commission DG EAC and DG DEVCO illustrated the European Union priorities in the field of higher education in its partnership with Africa and the existing funding opportunities for African Universities. The existing and future policy framework under the Pan-African Programme following the declaration of the EU-Africa Summit in Abidjan (November 2017) was also presented.

The present document highlights the main topic addressed and ideas that emerged during the group discussions in the four parallel workshops, which represented the core activity of the meeting. It summarises in particular the proposed methodologies and tools for efficient management of mobility projects, the identified good practice and recommendations for future action made by the participants.

2. Thematic workshops

The chosen workshop format and participatory methodology allowed participants to be inspired by each other, to exchange good practice and to propose recommendations to stakeholders for the implementation of projects and future design of the programme. Participatory methods were chosen for the set-up of the workshops to facilitate networking as well as cooperative and inspired discussions. Each participant had the opportunity to attend all four workshops during one and a half day.

The workshops focused on different themes related to mobility project management and implementation, with two sub-topics and related questions to be addressed in each of the workshops.

In the next section, the main outcomes of each workshop are presented. Each workshop report starts with an overview of the sub-topics and, in particular, of the main trends and challenges identified, and then presents the **tools/methods** proposed, **good practice** identified and **recommendations** made to stakeholders for future action.

WORKSHOP 1: EFFICIENCY IN PROJECT MANAGEMENT

A. Topics discussed

- Planning and reaching targets
- Financial management

One of the main challenges for the partnerships is to create appropriate cooperation mechanisms and management structures ensuring a smooth decision making process and active involvement of all partners. Clear definition of the project milestones and development of appropriate tools for internal or external monitoring of project implementation are also key for efficient management and timely achievement of results.

There are many cases where weaknesses in the cooperation/communication among partners or in the decision-making structures create management challenges. Some projects show weak planning and/or monitoring of activities. Others experience low involvement of some partners or weak support at top management level. External factors can also interfere and slow down project implementation or even jeopardise the achievement of the expected results (e.g. political unrest, university strikes, visa issues, etc.).

Another challenge is the financial management of a grant of this size (average of 1.4 million EUR). The partnership should define clear internal financial rules and procedures to be followed in the Memorandum of Understanding while carrying out activities related to the organisation and implementation of the mobility and anticipate possible risks.

In particular, projects may face difficulties related to weaknesses in the definition of internal financial rules and procedures (e.g. payment modalities, use/share of lump sum, exchange rate, etc.), in financial reporting modalities, diverging accounting systems, restrictive institutional or national regulations, etc.

In this context, the participants of the workshop discussed specific challenges and suggested solutions/recommendations for good planning, smooth implementation and timely achievement of the expected results of project activities as well as efficient financial management.

B. Guiding questions

- **Planning and reaching targets**
 - a. What are the important milestones of an Intra-Africa project work plan (i.e. initiation/planning phase, execution phase, monitoring phase and closing phase)? And how to best ensure good planning?
 - b. Which management structure and which tools/mechanisms can better ensure the monitoring of project implementation and the evaluation of achieved results?
 - c. Which are the external risk factors (conditions outside the project's direct control) that might challenge the smooth implementation and the timely achievement of expected results?
- **Financial management**
 - a. Which financial management modalities and mechanisms can ensure the smooth implementation of the project? (e.g. reference to centralised/decentralised management, financial accounting systems of the university, financial reporting).
 - b. How best to share and manage the lump sum for the organisation of mobility, the participation and research costs, as well as any leftovers from less costly mobility flows?
 - c. How to ensure timely and regular payments, in particular of the allowances to scholarship holders?

C. Conclusions

Methods, Tools and Good Practice

A common agreement among the different discussion groups was that clear and shared planning and monitoring mechanisms should be established in consensus by all partners at the very beginning of the project. Once the project starts, all partners should be aware and committed to achieving their common goals. To this purpose, whereas the Memorandum of Understanding is recognized as the main and fundamental instrument which defines responsibilities, cooperation modalities and financial mechanisms, some important tools/methods were identified, such as:

A. For the planning and cooperation mechanism:

- Early planning (kick-off meeting, begin of mobility flows, monthly payments, etc.)
- Definition of clear project's milestones and related partners' roles and responsibilities. Update and clarification of project milestones as soon as the project starts and the project teams are in place
- Use of a rolling wave planning (i.e. a continuous and detailed schedule that is only few months long, as it schedules part of the whole project timeline in great detail) for an increased accuracy of the planning
- Use of Gantt chart / Work flow chart
- Clear definition of partners' roles and responsibilities in achieving the milestones
- Development of performance indicators and establishment of monitoring mechanisms (e.g. internal Quality Committee, external evaluations) to follow-up on achievement of milestones, operation of different bodies, etc.
- Establishment of project management structure and relevant committees (e.g. Selection Committee, Quality Assurance Committee, etc.)
- Development of guidelines for partners

- Setting up local project offices (local management teams) with dedicated staff
- Establishment of Terms of References for management teams/decision-making bodies and committees
- Set out a clear plan for handover among partners and among local staff (in case of turn-over)

- Establishment of communication strategies from the very start of the project (e.g. regular feedback, reminders, reporting) and maintain of regular contacts/communication alive
- Monitoring of less active partners – engaging dialogue
- Use of electronic platforms for communication
- Involvement of top management at each partner university (including regular reporting on the ongoing activities and challenges) and regular advocacy by the project teams
- Involvement of suitable people/staff in project teams + allowing training and incentives
- Share and deep knowledge of all project related documents, in particular contractual documents

C. For the financial management:

- Definition of the most appropriate financial management methods (centralised/decentralised/ mixed to be clearly indicated in the Memorandum of Understanding) based on partners' financial capacity/accounting system and role in the project, impact of bank charges and possible exchange rate fluctuations, etc.
- Risk management analysis
- Verifiable institution-based dedicated project account or sub accounts
- Monitoring and evaluation/internal auditing system
- Budgeting and disbursement on need basis
- Accurate records/book-keeping (e.g. records of proofs of all fund transfers and payments; records of all mobility supporting documents such as student/staff agreement – duly signed by all parties, proofs of travel, ticket/invoice, proof of insurance - nominal insurance certificate, proof of payment of allowances - bank extract or cash payment receipts, etc.)
- System of regular reporting and collection of supporting documents from all partners (e.g. bi-annual) and from students (as soon as the cost is incurred/proof of expenditure is available)
- Hire dedicated staff for accountancy

Recommendations to stakeholders

- Partners to sign the Memorandum of Understanding as priority
- Define a project monitoring and evaluation agenda and guidelines
- Plan long-term mobility flows as early as possible
- Regular virtual meetings and reduction of physical meetings so as to reduce the impact on the costs (i.e. lump-sum for the organisation of mobility)
- Agree since the beginning (in the MoU) on the share of the lump-sum per partner and timing of transfer, based on the actual needs/tasks of each partner
- Establish a financial risk management plan per partner
- Choose the right bank: a. bank with subsidiaries in partner countries to reduce bank charges; b. granting traceability of bank transactions on the grantee's name and not only via transaction numbers.
- Adapt fund disbursement method to partnership needs (centralised/decentralised/mixed). The mixed-model could foresee allowance payments to be done directly to students by the Coordinator while participation cost/research cost are transferred and managed by the partners according to the actual needs.
- Agree on the disbursement/share of participation costs and research costs based on the actual participation costs and research costs of the mobility at host institutions
- Adapt payments instalments based on the time required to transfer and bank charges – allowances must be paid timely and regularly to students/staff in mobility.
- Include as an addendum of the MoU "Rules of financial engagement" to be signed by the Legal Representatives of all partners. It is recommended to include the following information:
 - Details of participation/research cost use and distribution.

- If tuition fees are higher than the unit cost for participation, the host universities should accept to cover the difference as incoming scholarship holders should not pay any tuition fee to them
 - No overheads can be claimed from the grant (not foreseen in the grant agreement)
 - Local coordination may request periodically financial statements to partners
 - Partnerships to liaise and seek advice from EACEA on regular basis
 - EU Delegation in the host country to be more involved for visibility and for support to partners in case of local issues.
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WORKSHOP 2: STUDENT MOBILITY (part I)

A. Topics discussed

- Promotion and selection
- Getting most out of students' mobility

As part of the activities related to the organisation of the mobility, the partnerships are expected to develop a clear promotion and visibility strategy for the partnership. They should also put in place a mechanism for the selection of students and staff that guarantees the transparency of the selection process and an equitable treatment of the individual applications. Moreover, partnerships are expected to set up criteria for the selection of students and staff to take part in the individual mobility activities.

The monitoring of the past and on-going projects has revealed some challenges in this respect. In particular, most of the partnerships concentrate their promotional activities mostly within the partner institutions (Target Group 1), which limits the scope of the potential applicants. Support and follow-up of applicants during the application process is often weak which leads to a considerable number of applicants who do not successfully complete and submit their application.

Moreover, the selection procedure and criteria are not always clear and well communicated to applicants. This affects the transparency and the equitable treatment of the candidates. Where the admission at the host institution is a separate process, which is frequently the case, there might be considerable delays in the start of mobility and in some cases even cancellations (if the selected student is not admitted).

The different discussion groups discussed these specific challenges and identified some possible solutions and good practice for ensuring good promotion of the scholarship offers and an efficient selection along with a good exploitation of the benefits offered by the international academic mobility.

B. Guiding questions

- **Selection and promotion**
 - a. How do you ensure an efficient promotion strategy allowing the selection of high quality students?
 - b. Which common tools and procedures can be used to facilitate the selection process to manage efficiently the applications?
- **Getting most of the student mobility**
 - c. What kind of mechanism can be put in place (e.g. tracking of graduates) to ensure that students' mobility is well managed and monitored and that students' mobility experience is valued by the institutions?
 - d. What benefits can be observed and/or expected from students' mobility for the institutions/countries/regions? How can this be ensured and optimised?

C. Conclusions

Participants come up with suggestions on how to create optimal conditions to select high quality students. The respect of the principle of transparency and equal treatment were raised as key elements in the process. At the same time, they identified some specific benefits from student mobility, not only for the individual scholarship holders, but for the involved institutions and countries as well. A list of practical recommendations was put forward to the stakeholders.

Methods, Tools and good practice

A. For selection and promotion

- Advertisement of scholarship opportunities by all partners, including associated partners
- Effective promotion through various media – website, radio, notice boards, social media
- Online platform for easier submission and treatment of applications
- Selection for the scholarship and admission to the host university/study programme as two simultaneous processes with admission criteria incorporated into the selection criteria (to avoid case of selected candidates for the scholarship not meeting the admission criteria for the chosen study programme)
- Selection committee to include all partner institutions

B. For getting most out of students' mobility

- Monitor for best results
 - Periodical reports on students by the supervisors
 - Frequent face-to-face meetings (supervisor/student)
 - Dedicated parts of the project website for:
 - o Students' surveys and interaction
 - o Students scientific publications
 - o Completion rate
- Benefits from mobility
 - Mobility creating bridges among the institutions
 - International mobility linked with ranking of host universities
 - Skills acquisition for sending universities
 - Diversifying universities' research portfolio
 - Upgrading the skills and qualifications of university/research institutions staff

Recommendations to stakeholders

- Take advantage of the experience and input of the technical partner
- Use testimonials of alumni in promotion
- Identify contact persons at Target Group 2 universities to stimulate promotion
- Communicate precise and clear eligibility and selection criteria
- Establish a reserve list of good quality students to be used in case of drop-out
- If need be, apply flexibility in the academic offer
- Applications to go through the local coordinating units of home universities for further eligibility check
- Give the candidates more than one choice of host institution and academic programme at the application stage
- Check language proficiency of scholarship holders and provide language facilities/support
- Use teaching staff to explain the eligibility and selection criteria

- Apply a proactive approach in attracting female candidates – strategy to be defined while seeking for a consensus on how to deal with gender balance (e.g. reserving a % for female candidates, additional points given to female candidates during selection)
 - Previous degree from HEIs outside Africa to be considered as eligible
 - Understand the social issues of students/consider silent issues behind mobility;
 - Define clear procedures for communication (student/supervisor, student/ project coordinator)
 - Maintain contact with alumni
 - Establish alumni association
 - Create WhatsApp or other social media groups
 - Develop joint research projects involving the alumni beyond the project
 - Involve alumni in the development of future partnerships and projects
 - Promote students' scientific results (e.g. by including a link to the project website in the universities' websites and/or relevant institutions and associations' website)
 - Send own staff on mobility to increase qualification and help introduction of new thematic areas in teaching and research
 - Encourage the involvement of research institutes staff in mobility in order to:
 - increase capacity, upgrade skills and qualifications
 - increase visibility of the country
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WORKSHOP 3: STUDENT MOBILITY (part II)

A. Topics discussed

- Practical approaches to Credit Recognition
- Quality of academic monitoring and institutional services

The higher education systems and curriculum structures in Africa are diverse. A credit transfer and accumulation system making courses taken in host universities comparable to the ones at sending universities to facilitate the recognition of studies is not implemented comprehensively in the region. In this process, implementation of student mobility between African countries is important to establish strategies and implement different methods and tools to enable recognition of studies.

At the same time, academic monitoring requires increased attention, as high quality learning and research process during mobility will lead to successful academic results. This refers to students' academic follow-up during the mobility period at the Host University, such as examination, academic supervision, equal academic treatment and services.

This process is also supported through institutional services offered to mobile students before, during and after the mobility. These include regular update of the course catalogue on the institution's and/project's website; preparatory activities before mobility, including language courses; integration of incoming mobile students in the institution's everyday life; appropriate mentoring and support arrangements. In addition, administrative services, such as support in obtaining visa and accommodation, are part of the student services and facilities that should be provided.

B. Guiding questions

- **Practical approaches to Credit Recognition:**
 - a. What are the challenges encountered in the recognition of short term study periods between different African countries?

- b. Which tools are available/should be developed to support the process and which stakeholders (internal or external to the project) are/should be involved in the process?
- c. Which measures should be taken before, during and after the mobility period to overcome these challenges?
- **Quality of academic monitoring and institutional services:**
 - e. How to ensure the quality of academic programmes to be offered for mobility of students?
 - f. Which actors (internal/external) should be involved in the academic monitoring before, during and after mobility? What is their role at which stage? Which tools are available/should be developed?
 - g. How to offer comprehensive and high-quality services to the students in mobility (before, at arrival, during)?

C. Conclusions

The discussions focused on specific challenges and recommendations for developing practical approaches to recognition of studies and qualifications following a mobility period. Participants identified some methods of academic monitoring including the resources (actors, departments, and services) to be made available to improve host universities capacity in offering institutional services.

Methods, Tools and good practice

A. For practical approaches to credit recognition:

- Representation at highest level (i.e. Registrars, Deputy Vice Chancellors etc.) in the project governing structures for instance by creating a project board at strategic level
- Involvement of the national/regional qualification bodies
- Workshops to understand partners' credit systems and credit transfer regulations in presence of academics and administrators
- Development of a grade conversion tool for situations where there are differences in academic grading systems. Include the grade conversion tool as part of the Learning Agreement
- Adopt a neutral "credit converter" in case of large differences in the credit system, e.g. ECTS or any other agreed neutral system could be adopted as a neutral system to which all the partners' credits may be translated.
- Bilateral agreements between partner institutions must include credit transfer agreements
- Student Learning Agreements, signed by the student, home and host institutions (special attention for TG2 students), should explain credit transfer rules before the mobility takes place
- Develop standard process of curriculum comparison - Checklist
- Exchange information on curriculum and agree on equivalence of courses between higher education Institutions
- Agreement on organizing research exchange, for instance for scientific publications
- Home university to confirm and sign off credits upon return from mobility
- Partner institution contact person should obtain the transcript of records and submit it to the project coordinator
- Procedures for follow-up on recognition after mobility

B. For academic monitoring and institutional services:

- Ensure that only recognised academic programmes are involved
- Ensure selection of high quality students – high thresholds
- Ensure an academic match between the studies at home university and host university at the time of selecting the candidates
- Establish a minimum workload or number of credits to be acquired for credit seeking mobility

- Organize language courses before the mobility at home university (short-term mobility) or at the beginning of the mobility at host university (long term mobility) to avoid academic failures.
- Provide comprehensive information to students before and during mobility – both academic and general
- Regular monitoring visits to partner institutions
- Academic support to students (e.g. tutoring)
- Academic monitoring for partners (e.g. flowcharts to show the workflow between different stakeholders – before, during and after mobility)
- Develop protocols for managing the mobility flows between different academic departments (e.g. quality assurance and examination office, Head of Faculties/Departments, Academic Affairs or post-graduate Office, academic advisors/counsellors, academic staff) and administrative departments (project coordination team, international office, students association)
- Organization of workshops with academic advisors and lecturers to inform them about the mobility scheme
- Provide constant/easy communication links via platforms such as online fora, Facebook, WhatsApp
- Regular progress reports on academic performance and final report
- Launch of surveys on the academic aspects of mobility (academic support, research advisor, access to academic and research facilities, quality of teaching methods and research, etc.)
- Overall supervision of academic monitoring at project level via a Quality Assurance Committee

Recommendations to stakeholders

- Ensure Learning and Bilateral Agreements that include credit recognition
- Use academic mobilities, i.e. staff mobility, to support partners
- Share programmes' content amongst partners
- Publish academic programmes on website
- Consider thematic committees to oversee the recognition of studies for specific disciplines
- Coordinating and partner Institutions to involve senior management of all partner universities and stakeholder structures of universities (e.g. faculties, international offices) in the project for ownership and awareness
- Coordinating Institutions to mobilise external stakeholders such as embassies, qualifications authorities, Ministries, immigration authorities
- Strengthen international offices, academic services, and graduate services and ensure coordination between these different structures
- Plan periodic reviews on the academic performance of the scholarship holders – at each hosting university
- Pursue international accreditation of programmes as part of the outcomes of the projects
- Periodic review of programmes, with external reviewers (both in and outside academia) and on the basis of the feedback received from students in mobility
- Organization of summer schools for graduates to improve their research skills
- Introduce continuous academic development of professors
- Employ project's Coordinator and project's staff as full time staff in the project
- Organise workshops/training for administrators from partner institutions
- Provide additional support to partners that have no international relations offices
- Provide survival kits and buddy networks for incoming students
- European Commission and African Union Commission to:
 - organise workshop for the universities' management to sensitise on credit recognition and harmonisation
 - continue support the process for putting the African Credit Transfer System into operation
 - provide online platform for all projects, past and present to interact and share experiences, more specifically to discuss their challenges, share good practices and tools, enable mutual support between the projects/universities

- organize regular physical meetings between project coordinators and partners to share experience
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WORKSHOP 4: STAFF MOBILITY

A. Topics discussed

- Strategy in organising staff mobility
- Getting the most out of staff mobility

Under mobility programmes, emphasis is usually on the mobility of students. Mobility of university (academic and administrative) staff remains a major challenge. Staff members are the actual actors of internationalisation and the guarantor of the proper implementation of student mobility. They contribute to the definition of the university strategy, are in charge of implementing most of the mobility arrangements and generally speaking are the ones who create the institutional environment conducive to internationalisation. Moreover, staff mobility is an important leverage for professional development, for improving the quality of education and research and ensuring an institutional sustainable and long-term impact of the projects.

In this context, several obstacles have been identified and need to be addressed by the institutions.

B. Guiding questions

- **Strategy in organising staff mobility**
 - a. What is your strategy and objectives while organising staff mobility? To which extent is staff mobility implemented under the project linked to the human resources development strategy of the universities? Please illustrate.
 - b. What are the main problems encountered and the envisaged/implemented solutions while identifying, selecting, implementing and monitoring academic staff mobility?
 - c. Was the mobility of administrative and technical staff a particular challenge for your project? What kind of problems did you encounter and solutions explored?
- **Getting the most out of staff mobility**
 - a. How did you ensure that staff mobility experience is valued by the institution for career development management of the individuals concerned? What kind of mechanism did you put in place?
 - b. How did you ensure that staff mobility experience is valued at institution level (faculty/university) beyond the beneficiaries' department/service of origin? What kind of mechanism did you put in place?
 - c. Could you identify examples where staff mobility had an impact beyond the universities concerned for instance at national or community level? (e.g. impact locally on communities, contribution to education/research policies at national level, adapting administrative rules and laws)

C. Conclusions

The higher education institutions and ongoing projects recognise the need to put in place internal mechanisms to promote and improve mobility of staff, to address the existing obstacles and ensure that such experience is duly valued and exploited, notably in terms of career and institutional development.

Methods, Tools and good practice

- Staff mobility to be linked to the goals of the institution and embedded in its human resources development strategy
- Good publicity and marketing of the staff mobility programme/offer within the partner institutions
- Academic and administrative staff mobility on an equal level of importance
- Clear and tailor-made objectives and work plan to be set before the start of each mobility
- Wide dissemination of the outcomes of the mobility within the institutions
- Clear list of strengths and needs in terms of staff mobility for all partner institutions
- Connection of staff mobility and existing institutional projects or needs

Recommendations to stakeholders

- Local project teams to ensure that staff mobility scheme is owned by the institution
- Partner institutions to establish an internationalization plan that incorporates staff mobility
- Partner institutions to set up a system for public feedback/debriefing after the end of staff mobility
- Partner institutions to foresee a system to handle the workload gap created by the mobility
- Partner institutions to plan for exploitation of skills/lessons learned from the staff mobility
- Home institutions to ensure that selected staff has the required language skills
- EACEA to consider including TG2 staff (i.e. staff members of institutions outside the partnership)
- EACEA to allow shorter staff mobility duration (as short as two weeks)
- EACEA and partner institutions to provide additional funding for staff activities during the mobility

3. Conclusions

This first cluster meeting for Intra-Africa academic mobility projects managed by EACEA brought together 90 representatives of Intra-Africa mobility projects from 24 different countries.

Discussions in the plenary session and during the workshops provided good insights into the subject of international mobility and regional cooperation in higher education and pointed at future steps to foster harmonisation and recognition of studies within the continent.

The meeting was also an opportunity to establish contacts among representatives of various projects. It provided a platform for project representatives across different academic fields to meet and to exchange ideas on how to improve the organization and outcomes of their projects and on new possibilities of future cooperation and synergies. It was a good forum for exchange and discussions which should continue further beyond the event. To this purpose, a platform for exchange among all Intra-ACP and Intra-Africa projects is already provided in the Capacity4Dev platform of the European Commission.

A number of important conclusions emerged at the end of the discussions. In particular, the many challenges in implementing a mobility project in Africa: from the need of adapting financial procedures to the development of appropriate mechanisms for promotion and selection and suitable services to scholarship holders; from recognition of degrees and study periods abroad to exploitation of staff mobility opportunities. Also, a lot of good practices to be shared were identified.

Projects need a strong commitment of the institutions as a whole, from the Rector to the administrative services; each level should contribute to and support the smooth implementation of the project and the achievement of the results. This requires regular and smooth communication with the hierarchy by the project coordinators and the project contact points at the partner institutions.

The investment in international academic mobility projects is a long term investment, not only in the skills and capacities of individuals (students and staff), but also in the further development and internationalisation of the higher education institutions. The new procedures and methodologies put in place are expected to remain beyond the duration of the projects to serve other/new purposes and projects. Moreover, in the medium term, this kind of scheme is expected to support the harmonisation of programmes and curricula within the participating institutions and enhance the political, cultural, educational and economic links and synergies between the participating countries and regions.

Annex I
PROGRAMME OF THE MEETING - Management Centre Europe, Brussels
(7-8 February 2018)

Wednesday, 7 February 2018

Registration and Welcome Coffee

8.30

Welcome and Introduction to the conference

Chair: *Maria Luisa GARCIA MINGUEZ, Acting Head of Unit
Education, Audiovisual and Culture Executive Agency*

*Milvia VAN RIJ-BRIZZI, Head of Department
Education, Audiovisual and Culture Executive Agency (EACEA)*

*Domenico ROSA, Head of Unit, European Commission, Directorate-General for International Cooperation
and Development*

*Beatrice NJENGA, Head of Education Division
African Union Commission, Human Resources, Science and Technology Department*

Plenary Session

Intra-African Mobility: Challenges and Opportunities

Chair: *Philippe RUFFIO, Head of Sector
Education, Audiovisual and Culture Executive Agency*

Towards an African Credit Transfer System

- *Deirdre LENNAN, International Policy Officer, European Commission, Directorate-General for
Education and Culture*
- *Yohannes WOLDETENSAE, Senior Expert, African Union Commission, Human Resources,
Science and Technology Department*
- *Charles AWONO ONANA, Dean of Faculty of Science, University of Yaoundé I*

Gender aspect in mobility

- *Nonkululeko Mantombi Nomalanga NGOLOYI, Co-founder, Black Women in Science*

Coffee break

10.30

Parallel Workshops - Session 1

11.00

Theme 1: Efficiency in Project Management, Room: Europe A Group **GREEN**

- Planning and reaching targets
- Financial management

Theme 2: Implementation of student mobility – I, Room: Prague/Rome Group **RED**

- Selection and promotion
- Getting most out of student mobility

Theme 3: Implementation of student mobility – II, Room: Oslo/Paris Group **YELLOW**

- Practical approaches to Credit Recognition
- Quality of academic monitoring and institutional services

Theme 4: Implementation of staff mobility, Room: London/Madrid Group **BLUE**

- Strategy in organising staff mobility
- Getting most out of staff mobility

Annex I

PROGRAMME OF THE MEETING - Management Centre Europe, Brussels (7-8 February 2018)

Lunch	12.30
Parallel Workshops- Session 2	14.00
Theme 1: Efficiency in Project Management, <i>Room: Europe A_Group</i> BLUE	
Theme 2: Implementation of student mobility – I, <i>Room: Prague/Rome</i> Group GREEN	
Theme 3: Implementation of student mobility – II, <i>Room: Oslo/Paris</i> Group RED	
Theme 4: Implementation of staff mobility, <i>Room: London/Madrid</i> Group YELLOW	
Coffee Break	15:30
Parallel Workshops – Session 3	16:00
Theme 1: Efficiency in Project Management, <i>Room: Europe A_Group</i> YELLOW	
Theme 2: Implementation of student mobility – I, <i>Room: Prague/Rome</i> Group BLUE	
Theme 3: Implementation of student mobility – II, <i>Room: Oslo/Paris</i> Group GREEN	
Theme 4: Implementation of staff mobility, <i>Room: London/Madrid</i> Group RED	
Networking Sessions	
Good Practices	17.30 – 18.00
Poster Session <i>How does my project contribute to innovation in Africa?</i>	18.00 – 19.00
Buffet Dinner	19.00 – 21:00
	9.00

Thursday, 8 February 2018

Parallel Workshops – Session 4	
Theme 1: Efficiency in Project Management, <i>Room: Europe A_Group</i> RED	
Theme 2: Implementation of student mobility – I, <i>Room: Prague/Rome</i> Group YELLOW	
Theme 3: Implementation of student mobility – II, <i>Room: Oslo/Paris</i> Group BLUE	
Theme 4: Implementation of staff mobility, <i>Room: London/Madrid</i> Group GREEN	
Coffee Break	10.30
Plenary Session	11:00

Chair: *Maria Luisa GARCIA MINGUEZ Acting Head of Unit, EACEA*

- **Feedback from the Workshops**
- **Mobility: A Driver for Internationalisation**

Nico ELEMA, Manager: Center for Collaboration in Africa, Stellenbosch University
Yaovi Mahuton Gildas HOUNMANOU, Student, Sokoine University of Agriculture

- **Future Perspectives for EU-Africa Cooperation in Higher Education**

Jonathan VAN MEERBEECK, Head of Sector, European Commission, Directorate-General for International Cooperation and Development
Deirdre LENNAN, International Policy Officer, European Commission, Directorate-General for Education and Culture

- **Closing remarks**

Annex I

PROGRAMME OF THE MEETING - Management Centre Europe, Brussels (7-8 February 2018)

Lunch	13.00
Monitoring Sessions	
Introduction to EACEA Mobility Tool 14.30-15.30	Bilateral Meetings EACEA-project representatives 14.30- 17.00
Technical recommendations on project implementation	
----- Networking: Supply - Demand: Exploring New Cooperation Areas ----- (throughout the Conference)	
END OF THE EVENT	17.00

Annex II

List of institutions represented at the meeting and projects concerned

Institution	Country	Project Acronym	Project Title
Abou Bekr Belkaid Tlemcen University	Algeria	ACADEMY	African Trans-Regional Cooperation through academic mobility
Addis Ababa University	Ethiopia	HEED	Harmonisation of Entrepreneurship Education for Sustainable Development in Africa
Cairo University	Egypt	SCIFSA	Partnership for Training Scientists in Crop Improvement for Africa
Ebonyi State University	Nigeria	GENES	Mobility for plant genomics scholars to accelerate climate-smart adaptation options and food security in Africa
Instituto Superior de Ciências Jurídicas E Sociais	Cape Verde	LusoPax	PaxLusófona: educação para a paz, mobilidade e sustentabilidade na lusofonia
International Institute for Water and Environmental Engineering	Burkina Faso	PIMASO	Partenariat Intra-africain pour une mobilité sur l'environnement
Intra-ACP Scholarship Holder	Benin	ENHANCING	Enhancing community of practice in one health for infectious diseases through postgraduate training
Jimma University	Ethiopia	GENES	Mobility for plant genomics scholars to accelerate climate-smart adaptation options and food security in Africa
Kenyatta University	Kenya	ACADEMY	African Trans-Regional Cooperation through academic mobility
Kyambogo University	Uganda	HEED	Harmonisation of Entrepreneurship Education for Sustainable Development in Africa
Makerere University	Uganda	COTRA	Collaborative Training in Fisheries and Aquaculture in East, Central and Southern Africa
Makerere University	Uganda	HEED	Harmonisation of Entrepreneurship Education for Sustainable Development in Africa
Makerere University	Uganda	REFORM	Regional academic exchange for enhanced skills in fragile ecosystems management in Africa
Makerere University	Uganda	SCIFSA	Partnership for Training Scientists in Crop Improvement for Africa
Makerere University	Uganda	SHARE	Sharing Capacity to build Capacity for Quality Graduate Training in Agriculture in African Universities
Makerere University	Uganda	CSAA	Inter-University Cooperation to Train Crop Scientists for Enhancing Agriculture in Africa
Milpark Education	South Africa	HEED	Harmonisation of Entrepreneurship Education for Sustainable Development in Africa
Moi University	Kenya	AMAS	Academic Mobility for African Sustainable Development
Mzuzu University	Malawi	REFORM	Regional academic exchange for enhanced skills in fragile ecosystems management in Africa

Annex II

List of institutions represented at the meeting and projects concerned

Mzuzu University	Malawi	COTRA	Collaborative Training in Fisheries and Aquaculture in East, Central and Southern Africa
Namibia University of Science and Technology	Zambia	STREAM	Strengthening African Higher Education Through Academic Mobility
Official University of Bukavu	Dem. Rep. of the Congo	COTRA	Collaborative Training in Fisheries and Aquaculture in East, Central and Southern Africa
Rhodes University	South Africa	COTRA	Collaborative Training in Fisheries and Aquaculture in East, Central and Southern Africa
Silesian University of Technology	Poland	SCIFSA	Partnership for Training Scientists in Crop Improvement for Africa
Sokoine University of Agriculture	Tanzania	ENHANCING	Enhancing community of practice in one health for infectious diseases through postgraduate training
Stellenbosch University	South Africa	TRECCAfrica	Transdisciplinary Training for Resource Efficiency and Climate Change in Africa
Swedish University of Agricultural Sciences	Sweden	REFORM	Regional academic exchange for enhanced skills in fragile ecosystems management in Africa
Uganda Martyrs University	Uganda	REFORM	Regional academic exchange for enhanced skills in fragile ecosystems management in Africa
Universidade Agostinho Neto	Portugal	LusoPax	PaxLusófona: educação para a paz, mobilidade e sustentabilidade na lusofonia
Universidade de São Tomé E Príncipe	São Tomé and Príncipe	LusoPax	PaxLusófona: educação para a paz, mobilidade e sustentabilidade na lusofonia
Universidade Eduardo Mondlane	Mozambique	REFORM	Regional academic exchange for enhanced skills in fragile ecosystems management in Africa
Universidade Eduardo Mondlane	Mozambique	LusoPax	PaxLusófona: educação para a paz, mobilidade e sustentabilidade na lusofonia
Universidade Nova de Lisboa	Portugal	LusoPax	PaxLusófona: educação para a paz, mobilidade e sustentabilidade na lusofonia
Universite Cheikh Anta DIOP de Dakar	Senegal	REFORM	Regional academic exchange for enhanced skills in fragile ecosystems management in Africa
Université d'Antananarivo	Madagascar	PAFROID	Partenariat inter-universitaire entre l'AFRIQUE et l'Océan-Indien pour le Développement
Université Hassan 1er	Morocco	CAPITUM	Coopération Africaine des Programmes Internationaux pour la Mobilité
Université Moulay Ismail	Morocco	MOUNAF	Internationalization of evaluation systems, master programs and doctoral research within african universities through academic mobility
Université Toulouse III Paul Sabatier	France		Black Women in Science
Universiteit Hasselt	Belgium	MOUNAF	Internationalization of evaluation systems, master programs and doctoral research within african universities through academic mobility
University Cheikh Anta DIOP de Dakar	Senegal	REFORM	Regional academic exchange for enhanced skills in fragile ecosystems management in Africa

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List of institutions represented at the meeting and projects concerned

University of Abomey-Calavi	Benin	MoBreed	Enhancing training and research mobility for novel crops breeding in Africa
University of Abomey-Calavi	Benin	REFORM	Regional academic exchange for enhanced skills in fragile ecosystems management in Africa
University of Abomey-Calavi	Benin	AMAS	Academic Mobility for African Sustainable Development
University of Bayreuth	Ethiopia	AMAS	Academic Mobility for African Sustainable Development
University of Botswana	Botswana	METEGA	Mobility to Enhance Training of Engineering Graduates in Africa
University of Cape Coast	Ghana	ACADEMY	African Trans-Regional Cooperation through academic mobility
University of Cape Town	South Africa	ABEM	African Biomedical Engineering Mobility: Building needs-based healthcare technology competencies
University of Cape Town	South Africa	ARISE II	Africa Regional International Staff/Student Exchange: Food Security and Sustainable Human Wellbeing II
University of Eldoret	Ethiopia	COTRA	Collaborative Training in Fisheries and Aquaculture in East, Central and Southern Africa
University of Eldoret	Kenya	SCIFSA	Partnership for Training Scientists in Crop Improvement for Africa
University of Gaston Berger	Senegal	HAAGRIM	Harmonisation et Amélioration des Programmes de Master et de Doctorat en Agribusiness pour un Développement Socioéconomique Durable
University of Ghana	Ghana	HEED	Harmonisation of Entrepreneurship Education for Sustainable Development in Africa
University of Ghana	Ghana	ARISE II	Africa Regional International Staff/Student Exchange: Food Security and Sustainable Human Wellbeing II
University of Ghana	Ghana	SCIFSA	Partnership for Training Scientists in Crop Improvement for Africa
University of Ghana	Ghana	P4PHT	Partnering for Health Professional Training in African Universities
University of Ibadan	Nigeria	ACADEMY	African Trans-Regional Cooperation through academic mobility
University of Ibadan	Nigeria	PAMAPS	Postgraduate Academic Mobility for African Physician-Scientists
University of Kairouan	Tunisia	AFRICOM	Reinforcing Coherence Relevance and Partnership in Computer Engineering Education in Africa
University of Kwazulu-Natal	South Africa	MoBreed	Enhancing training and research mobility for novel crops breeding in Africa
University of KwaZulu-Natal	South Africa	ACADEMY	African Trans-Regional Cooperation through academic mobility
University of Natural Resources and Life Sciences	Austria	COTRA	Collaborative Training in Fisheries and Aquaculture in East, Central and Southern Africa

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University of Pisa	Italy	ABEM	African Biomedical Engineering Mobility: Building needs-based healthcare technology competencies
University of Porto	Portugal	ACADEMY	African Trans-Regional Cooperation through academic mobility
University of Tlemcen	Algeria	ACADEMY	African Trans-Regional Cooperation through academic mobility
University of Wolverhampton	United Kingdom	HEED	Harmonisation of Entrepreneurship Education for Sustainable Development in Africa
University of Yaoundé 1	Cameroon	AFRICOM	Reinforcing Coherence Relevance and Partnership in Computer Engineering Education in Africa
University of Yaoundé 1	Cameroon	GENES	Mobility for plant genomics scholars to accelerate climate-smart adaptation options and food security in Africa
University of Yaoundé 1	Cameroon	AFIMEGQ	Afrique Pour l'innovation, Mobilité, Echanges, Globalisation et Qualité
Wageningen University	The Netherlands	GENES	Mobility for plant genomics scholars to accelerate climate-smart adaptation options and food security in Africa