

**Ministry of Foreign Affairs – (Department for LÆRING)**

**Meeting in the Council for Development Policy on 10 April 2025**

Agenda Item No. 4

- 1. Overall purpose:** *For discussion and recommendation to the Minister*
- 2. Title:** Knowledge and Innovation Programme 2025-2032  
University Partnerships between Denmark and Africa
- 3. Amount:** DKK 430 million
- 4. Presentation for Programme Committee:** 15 January 2025
- 5. Previous Danish support presented to UPR:** n.a.

# Programme for Knowledge and Innovation

## Key results:

The programme aims to foster greater mutual understanding between Africa and Denmark through joint responses to global development challenges. Collaborative learning and innovation for African and Danish universities in joint networks and skills development for African and Danish students will be achieved within two outcome areas:

### *Innovation and collaborative learning partnerships*

Long-term collaborative partnerships between Danish and African universities focusing on knowledge development and innovation relevant to shared global challenges

### *Knowledge and skills development*

Young African students, having been part of the scholarship programme and having shared experience and perspectives with Danish students, have gained improved skills and competences relevant to address shared global challenges

## Justification for support:

- The programme aligns with the vision in the Danish Governments new *Strategy for a Strengthened Engagement with Africa* (2024) to scale-up exchange of African students to Denmark as an avenue to strengthening the broader and more long-term ties and relations between Denmark and African countries.
- The programme contributes to sustainable development by strengthening capacity in higher education environments in Denmark and African partner countries as well as academic capacity of young Africans through scholarship programmes.

## Major risks and challenges:

- The Danish university sector is subject to major reform initiatives. This increases uncertainty and may diminish incentives to participate among Danish universities.
- Logistical and administrative challenges, incl. lengthy Danish visa and residence permit procedures may limit the number of participating African students.
- The programme, and especially the funding of scholarships for African students, may be subject to criticism in Danish domestic political discussions on immigration.
- Main mitigating actions are 1) close monitoring of emerging issues and continuous adjustments, and 2) close coordination with UFM/UFS and UIM/SIRI

File No.	24/49710					
Country	Denmark					
Responsible Unit	LÆRING					
Sector	Education					
Partner	Danida Fellowship Centre					
	DKK million	2025	2026	2027	2028	2029-32
Commitment (tentative)	90	180	130	30	-	430
Projected disbursement	30	50	70	60	70-75-60-15	430
Duration	2025-2032					
Previous grants	-					
Finance Act code	§6.38.02.20					
Head of unit	Tove Degnbol					
Desk officer	Karen Obling					
Reviewed by CFO	YES: Jesper Clausen					

## Relevant SDGs

 No Poverty	 No Hunger	 Good Health, Wellbeing	 Quality Education	 Gender Equality	 Clean Water, Sanitation
 Affordable Clean Energy	 Decent Jobs, Econ. Growth	 Industry, Innovation, Infrastructure	 Reduced Inequalities	 Sustainable Cities, Communities	 Responsible Consumption & Production
 Climate Action	 Life below Water	 Life on Land	 Peace & Justice, strong Inst.	 Partnerships for Goals	

## Objectives

Greater mutual understanding and better dialogue between African and Danish decisions-makers at varying levels and across different strands of society about joint responses to global development challenges. This will be achieved through 1) long-term collaborative partnerships between Danish and African universities and 2) scholarships for young Africans to study in Denmark

## Environment and climate targeting - Principal objective (100%); Significant objective (50%)

	Climate adaptation	Climate mitigation	Biodiversity	Other green/environment
Indicate 0, 50% or 100%	0	0	0	0
Total green budget (DKK)	0	0	0	0

## Justification for choice of partner:

For more than 30 years, Danida Fellowship Center (DFC) has been a well-established partner managing the fellowship (learning) programme and the Danish support to development research. Furthermore, DFC is implementing an ongoing pilot Master programme for African partners in the Strategic Sector Cooperation. DFC has great insight into and understanding of the Danish and African learning environments, incl. extensive experience from facilitating both short and long-term study programmes for African students.

## Summary:

Through partnerships between African and Danish universities and scholarships for African students who study in Denmark, the programme will foster shared learning, greater mutual understanding and joint solutions to shared global challenges. Activities will be developed in equal partnerships between universities in Denmark and African countries and be based on shared needs and strategic priorities. The programme also includes top-ups for ERASMUS+ scholarships and seed funding for the Capacity Building in Higher Education (CBHE) programme and for Danish universities who want to enter International Credit Mobility agreements with African higher education institutions.

## Budget (engagement as defined in FMI):

Outcome 1 - <b>Innovation and collaborative learning partnerships</b>	DKK 83 million
Outcome 2 - <b>Knowledge and skills development</b>	DKK 325.5 million
DFC Administration	DKK 21.5 million
<b>Total</b>	<b>DKK 430 million</b>

**Knowledge and Innovation Programme**

**University Partnerships between Denmark and Africa**

**Final Programme Document**

24 March 2025

*This programme document has been prepared by the Ministry of Foreign Affairs in consultation with the Ministry of Higher Education and Science*

## Abbreviations

BA	Bachelor of Arts, Humanities and Social Science
BSU	Building Stronger Universities
DFC	Danida Fellowship Center
DAC	Development Assistance Committee (Organisation for Economic Cooperation and Development)
CBHE	Capacity Building in higher Education (under ERASMUS+ scheme)
ERASMUS+	European Region Action Scheme for the Mobility of University Students
EO	Erasmus Office under the Agency for Higher Education and Science
ECHE	ERASMUS Charter for Higher Education
EU	European Union
FFU	Grants for Collaborative Research (under the Research Committee for Development Research)
HEI	Higher Education Institution
HRBA	Human-Rights Based Approach
INTER	Contact Committee for Staff at the International Offices of Universities
KIP	Knowledge and Innovation Programme
LÆRING	Evaluation, Learning and Quality (MFA)
MA	Master of Arts
MFA	Ministry of Foreign Affairs
NORHED	Norwegian Programme for Capacity Development in Higher Education and Research for Development
ODA	Official Development Aid
OECD	Organisation for Economic Co-operation and Development
KOM	Public Diplomacy, Press and Communication (MFA)
QA	Questions and Answers
REGSEK	Secretariat for Government Policy (MFA)
SDGs	Sustainable Development Goals

SEAH	Sexual Exploitation, Abuse and Harassment
SIRI	The Danish Agency for International Recruitment and Integration
SSC	Strategic Sector Cooperation
SU	Danish Educational Grants
TOC	Theory of Change
UFM	Ministry of Higher Education and Science
UFS	Agency for Higher Education and Science
UIM	Ministry of Immigration and Integration

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# 1. Introduction

This document presents a new Knowledge and Innovation Programme (KIP) between Danish and African universities. It will contribute to greater mutual understanding and better dialogue between African and Danish decisions-makers at various levels and across different strands of society about joint responses to global development challenges. The programme is a main initiative under the Danish Government's new Strategy for a Strengthened Engagement with Africa, 'Africa's Century' (2024).

Activities under Outcome 1 may include e.g. development of teaching programmes based on digital training, innovative teaching methods, seminars, conferences, development of summer school courses, innovation platforms and collaborations, visiting scholars (African countries to Denmark/Denmark to African countries), preparation of joint research applications, development of communication skills, and connecting students with accelerators and incubators. Research will not be funded under the programme.

The focus under Outcome 2 is on scholarships for African students to study in Denmark on full-degree programmes at Danish universities, including both online and in-person courses in Denmark, joint degree programmes in Denmark and in the countries of origin as well as a top-up grant for African students with an Erasmus+ scholarship. The programme will also support short (non-degree) courses in Denmark.

The partnership projects can be developed between a Danish university and one or more universities in countries in Africa with a Danish embassy. The projects will be designed based on individual partnership needs and priorities but must relate to the overall objective and the two outcomes of the programme. Grants will be awarded based on annual calls for applications. Jointly developed partnership project proposals will be submitted by the Danish universities to Danida Fellowship Centre (DFC), which will manage the programme. First application rounds for the partnership projects will be implemented in 2025 with expected project start in late 2025 or 2026.

The total expected programme budget for 2025-2032 is DKK 430 million, with DKK 90 million for Outcome 1 (partnerships for innovation and collaborative learning) and DKK 340 million for Outcome 2 (knowledge development).

The Knowledge and Innovation Programme supplements the existing Danish support to collaborative research projects (FFU grants), capacity development of selected universities in Africa in the Building Stronger Universities (BSU) programme, the Master programme for partners in Strategic Sector Cooperation (SSC) in African countries, and the wide range of training courses offered by DFC. Unlike FFU and the BSU programme, the focus of the new programme is on education rather than research. While the BSU programme is targeting less experienced universities, it is expected that the new programme will also include partnerships with more well-established African universities.

The programme has been prepared based on consultations with Danish universities, African universities, relevant Danish authorities, and other interested parties. Lessons from previous Danish support have been considered, notably the BSU programme and the wide range of scholarship activities run by Danida Fellowship Centre, as well as other relevant programmes, including programmes funded by the European Union and Norway. The Ministry of Higher Education and Science (UFM) and the Agency for Higher Education and Science (UFS) have been closely involved in the preparation.



## 2. Context, strategic considerations, rationale and justification

### 2.1 Global challenges and the role of universities and partnerships

**The world faces a multitude of challenges that cut across countries.** Many of the challenges (health, education, migration, climate change, etc.) cut across countries, continents and the North-South divide and are, therefore, shared global challenges. Universities play a core role driving the necessary research relevant to addressing these global challenges. They educate tomorrow's leaders and elites in business, politics and society. This programme will develop partnerships, relations and individual competencies needed for a collaborative approach to tackle some of these shared global challenges, focusing on universities and other key actors in African countries and Denmark.

**Need for multi-actor and multi-disciplinary collaboration.** The shared global challenges are all complex and interconnected. Tackling them requires working across sectors and professional disciplines, and with increasingly sophisticated inputs of research-based knowledge and capacities. It also requires collaboration between states, institutions and non-state actors across countries in the global North and South. The programme will actively encourage such multi-actor partnerships and therefore also include private and public sector actors, as well as foundations and civil society where relevant.

**Africa's global role in tackling the shared development challenges will increase considerably.** By 2050, more than one-fourth of the world population will live in Africa. The majority will be youth. To provide young people with education is a prerequisite for securing them good jobs and incomes – and for Africa's wider economic and social development, peace and stability. African institutions and stakeholders across African societies are central actors in identifying, deciding, and implementing solutions to the shared global challenges.

**African and Danish universities have core roles in developing effective responses to the global challenges.** They provide research-based teaching and professional training, and universities fundamentally contribute to shaping the norms and worldviews in the public and private sector and play central roles for setting the directions for how the societies develop. They are the platforms for producing new knowledge and methods that are key to developing solutions to the social and environmental challenges across sectors. By providing evidence-based knowledge on the state of the environment, economy, and social and political development, they provide basis for public awareness, informed decision-making, and accountability. The programme builds on the educational and advocacy roles of the African and Danish universities, linking itself to programmes supporting research funded both by Denmark, African countries, and other sources such as the European Union.

**Universities act as breeding grounds for innovation and design of solutions to societal challenges.** Some integrate entrepreneurship and platforms in academic programmes that promote innovative approaches. They promote collaboration with the private sector, both companies and foundations, with exchange of knowledge and ideas. Some explore the nexus of technology and society by integrating fields of technology with social sciences and humanities to better understand and manage social implications of new technologies. The programme will support partnerships which, in addition to

excellence in education, promote innovation to define effective responses to global challenges by combining Danish and African university-based knowledge.

**University environments also form cross-national communities, generating relations and mutual understanding.** Collaboration and exchange of staff and students around shared topical interests create lasting communities and relations across universities and countries that help improve the mutual understanding of challenges, perspectives, and priorities.

**There is high demand among African students for flexible international study opportunities.** Many African students seek study opportunities outside Africa, and African universities have for long sent students abroad on various scholarship programmes. Until now, Denmark has only had a relatively limited student inflow and exchange agreements with African higher education institutions, and the high cost of living in Denmark has been a significant constraint on student mobility. African university partners consulted in the preparation of the programme have confirmed their interest in developing partnerships. With appropriate conditions, they expect solid interest from African students to study in Denmark. African students have varied needs and priorities, and while full-degree programmes in Denmark are relevant to some, for others shorter study stays tailored to match their home-based education programmes may be the best solution. Within the limits of the Danish university regulation, the programme will seek to accommodate different kinds of study options for African students in Denmark, and thus match demand.

**Europe receives many students from Africa, but Africans are also looking elsewhere for education.**<sup>1</sup> African students increasingly select countries like China, Russia, and the Gulf states as destination for study exchanges. Yet, the European Union, other EU-countries and e.g. Norway have successful partnership and exchange programmes<sup>2</sup>. Denmark has a long and well-established tradition for research-oriented partnerships with African universities but has less tradition for offering part- or full-degree studies in higher education institutions. This is a missed opportunity to deepen ties and cooperation with a continent of increasing importance to Denmark, Europe and the world, and the programme outlined in the following sections aims at rectifying this shortcoming.

## 2.2 Policy and strategy frameworks guiding the programme

The Danish Government's **Strategy for Strengthened Engagement with Africa, Africa's Century** (2024) is the point of departure for the programme. The Knowledge and Innovation Programme (KIP) builds on Africa's significant global position and respond to its young population's need for education and job opportunities.

Experience shows that **strengthened human relations, mutual understanding and long-term mutually beneficial professional and personal relations between peoples and countries demand proactive and sustained measures beyond the levels of programmes and activities for individuals.** Programmes that are embedded in or linked to broader partnerships (e.g. Strategic Sector Cooperation,

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<sup>1</sup> In 2022, there were around 280,000 students from Africa studying in Europe. Source: [Eurostat](#)

<sup>2</sup> Annex 1 includes a summary of other programmes, which have informed the preparation of this document

innovation partnerships, higher education or research partnerships) have higher likelihood that relations built between individuals develop into purposeful networks, driven by joint concerns about shared global challenges. The programme therefore focuses on increasing both study opportunities in Denmark for African students, and partnerships between Danish and African universities, as well as between other relevant actors. In time, partnerships under the programme are expected to pave the way for increased study stays for Danish students in African partner institutions.

The Strategy for a Strengthened Engagement with Africa also announces the opening of **a new regional innovation centre in Nairobi** to be launched in 2026, which will facilitate collaborations on innovation and entrepreneurship. It is expected that there will be notable synergies between activities under KIP university partnerships, and the regional innovation centre.

Furthermore, the Strategy for a Strengthened Engagement with Africa emphasises the importance of **pathways for legal migration to Denmark**, to which the KIP will be contributing, recognising that a certain level of legal migration can be of benefit to both the country of origin of migrants, and the country of settlement. This also underlines the importance of topical and institution-based partnerships that can articulate the continued association between shorter- or longer-term migrants and their countries of origin.

The programme will build on **ownership and alignment** with the university partners' needs, priorities and frameworks. Opportunities for studies in Denmark (whether full master's degrees, longer or shorter courses, blended learning approaches or e.g. summer schools) will be linked to the partnerships<sup>3</sup>. Partnerships are also expected to result in increased incentives for Danish students to conduct part of their studies at African partner universities. Each partnership project's specific focus and content will be determined by the priorities and strategies of the Danish and African universities in the partnership in question. There are varied focus areas and interests among both African and Danish universities, and the programme is designed to be responsive to this variety in strengths, needs, interests, and priorities. Within the broader focus on shared global challenges, there will be no predefined list of specific topics that partnerships must focus on. There will, however, be a list of eligible costs.

The programme is accordingly designed as an **adaptive and flexible framework for grant-based allocations**, based on applications from university partnerships that will be screened and approved according to transparent criteria. It will give the partnerships considerable freedom to organise and manage the activities in ways that align to how they already do business in their international research and education partnerships (including the Danish flagship Development Research Programme (FFU)) and study exchange programmes.

The programme will **align with other major higher education collaboration programmes**, in particular those funded and operated by the European Union (Erasmus+, Erasmus Mundus, and Capacity Building for Higher Education (CBHE)). It will thus also be squarely within the African Union-EU Innovation Agenda (see box 2 below), and align to the EU's Global Gateway strategy and the Team

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<sup>3</sup> Erasmus+ mobility grants follow a different track as these are given to all African students who are admitted to a Danish university in the context of the Erasmus programme.

Europe approach which is becoming increasingly important and relevant in all spheres of European collaboration.

## **Box 2: Close alignment with the African Union-EU Innovation Agenda**

The Knowledge and Innovation Programme aligns closely with the AU-EU Innovation agenda agreed in 2023:

“The objectives of the Agenda are based on the principles of co-creation and co-ownership, sustainability and openness. Aspiring to a systemic approach, these objectives aim to be complementary with each other and are shaped according to the UN SDGs and the principles and values of international cooperation in research and innovation:

**1. Make it real:** Translate innovative capacities and achievements of AU and EU researchers and innovators across sectors (e.g. public, private, non-profit entities, civil society organisations and individuals), directly into tangible outputs, thereby supporting sustainable growth and jobs, in particular for the youth.

**2. Generate impact by design:** Foster and/or strengthen innovation ecosystems to enhance socio-economic impact on the ground through the exchange of knowledge, technology, competences, human resources and experience between and within AU and EU countries.

**3. Strengthen people, communities, and institutions:** Develop sustainable, long lasting and mutually beneficial higher education, research and innovation partnerships between AU and EU countries as foundations for resilient knowledge economies and societies, preventing or mitigating, among others, the effects of major crises.

**4. Learn, monitor, and scale it up:** Scale-up instruments that can take forward existing successful bilateral or multilateral programmes and projects between AU and EU partners, enable and/or strengthen the knowledge triangle of education, research, and innovation, and place special focus on public participation, transparency, and inclusion”

*The AU-EU Innovation Agenda, Final Version, 19 July 2023*

To maximise impact and maintain a coherent approach, as well as to facilitate implementation, the programme will focus on **partner countries in Africa with a Danish embassy**<sup>4</sup>. This will contribute to the public diplomacy work of the embassies and facilitate their access to relevant university and innovation networks. Danish embassies will be invited to review applications for partnerships, and

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<sup>4</sup> When the programme starts implementation, countries in Africa with a Danish embassy will include the following: Algeria, Egypt, Ethiopia, Ghana, Kenya, Morocco, Nigeria, Rwanda, Senegal, Somalia, South Africa, Tanzania, Tunisia, and Uganda. In South Africa, University of Cape Town, University of the Witwatersrand, and Stellenbosch University are not eligible as primary partners (due to their high position at the Shanghai Ranking) but may have a role as additional partners (bringing their own funding) in a partnership between another university in Africa and a Danish university.

Danish and African partners, as well as DFC, will maintain close contact with the Danish embassies during implementation, and when relevant, with embassies of African countries in Copenhagen.

### **2.3 Main actors and stakeholders - the university landscape in Denmark and Africa**

The main stakeholders of the programme are universities in Denmark's partnership countries in Africa and Danish universities.

**Africa's university landscape is varied in focus areas and capacity levels.** Across Africa, universities are undergoing a transformation to meet the growing demand for higher education, and the higher education landscape is rapidly evolving. Some countries in Africa have numerous universities – up to 50-60 - covering both public and private institutions. Many are exclusively teaching universities. There is significant variation in capacity, across- and in-country. Several countries have a handful of well-established universities in addition to large numbers of younger and less established universities. While the majority are highly constrained in terms of resources and institutional capacity, there are several international-level universities across Denmark's partner countries in Africa. The programme will encourage that not only well-established African universities are included as partners. With a view to promote South-South learning, capacity development, and pooling of knowledge and resources, it will be an option – and encouraged – to have more than one African partner in a partnership with a Danish university. Primary partners must be from countries with a Danish embassy, and there can be one or more primary partners in countries with a Danish embassy. Secondary partners from African countries without a Danish embassy may also be included if properly justified. Within a certain ceiling, student mobility and partnership activities among the secondary African partners can also be funded through the programme.

**The Danish university landscape is also diverse in focus and types of strengths.** Danish universities have strong competencies across areas that are core to tackling global challenges within e.g. health, sustainable agriculture and food production, water resources, conflict, migration, green energy, biosciences and more. The eight Danish universities<sup>5</sup> also vary in capacity and size, as well as in terms of whether they cover several fields of education or have a more specialised focus. The programme will enable flexibility for partnerships to decide and tailor initiatives from a wide menu of options to accommodate and capitalise on this diversity in university strengths.

**The programme builds on a long history of research collaboration between African and Danish universities.** There is long-standing and well-established collaboration, facilitated by the research funding, where significant research networks have developed between communities of African and Danish researchers. Since 2011, the Building Stronger Universities programme (BSU) has successfully fostered collaboration between Danish and selected African universities with a focus on institutional capacity strengthening. While other partnerships exist between Danish and African universities, they remain few and do not yet cover a wider range of disciplines. Consultations with Danish universities confirm a strong interest to expand into new partnership constellations and new thematic areas.

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<sup>5</sup> Aalborg University, Aarhus University, Copenhagen Business School, IT University of Copenhagen, Roskilde University, Technical University of Denmark, University of Copenhagen, and University of Southern Denmark

**African and Danish university partnerships can work strategically towards joint research projects.** Long-term partnerships between Danish and African universities will strengthen the potential for joint applications to large international research funds, including public funds such as the EU's Horizon+, large private foundations as well as FFU funds. Universities in both Denmark and Africa already engage in partnerships supported by other international partners, but the programme will add value by creating additional opportunities for strengthening Danish and African universities' research relations and -collaboration, enabling them to prepare for these competitive international frameworks.

**Other higher education institutions (HEIs) play an important role.** While the programme initially focuses on African and Danish universities, other higher education institutions such as Danish university colleges and business academies can be additional participants in partnerships with an African and Danish university. They can also apply for seed funding to prepare applications to the Erasmus+ Capacity Building in Higher Education (CBHE) programme, which has similarities with Outcome 1 in the Knowledge and Innovation Programme. African students from HEIs eligible for Erasmus+ grants for studies in Denmark will also be eligible for a top-up grant funded under this programme (see section 5.3).

#### **2.4. Poverty considerations, gender equality, and youth**

**The programme will address poverty reduction in its multi-dimensional definition** in line with the approach note on *fighting poverty and inequality*.<sup>6</sup> The programme does not directly target people living in poverty but indirectly supports poverty reduction by strengthening the capacity of universities to develop and apply new knowledge in key thematic areas for poverty reduction and sustainability.

In line with the Human-Rights Based Approach (HRBA)<sup>7</sup>, **the programme will apply a transformative approach to gender equality**, seeking to change fundamental social and gender-based norms and power structures and promote the rights of women. This will happen i.e. through the criteria for project selection which will require that applications specify expected gender distribution of participating students and staff and describe how gender equality measures are factored into the design and implementation of the partnership activities, including topical work. Partnerships will be required to report on the gender balance among participating staff and students and explain the role of women in decision-making bodies.

The programme will by its nature have **special focus on youth**. Through its focus on education, the programme directly strengthens prospects for young Africans' better future through building of competences, innovation, better access to decent jobs, and participation in important and meaningful networks.

#### **2.5 Lessons learned and potential constraints**

##### **Lessons learned from previous collaboration**

The KIP is informed by the experience from several decades of support to collaborative research projects (FFU grants), 14 years of experience from collaboration on capacity strengthening of selected universities in Africa in the BSU programme, the recent Master programme for partners in Strategic Sector

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<sup>6</sup> Ministry of Foreign Affairs, 2022: [Approach note - Fighting Poverty and Inequality](#)

<sup>7</sup> Ministry of Foreign Affairs, 2023 [How to - Human Rights and Democracy](#)

Programmes in African countries, and more than 30 years of provision of the wide range of training courses and other activities offered by DFC. Among the main lessons learned are the following:

- It is critical to *ensure equal participation in the partnerships from the start*. This requires joint processes for defining the individual partnerships' focus and content that allow reflection of both African and Danish partner needs and priorities. Partners should contribute equally to delivering the results and should have reasonably balanced access to the resources provided by the programme. The partnerships must build on a genuine mutual interest, otherwise they are not sustainable.
- Solid and sustainable partnerships require *a long-term commitment*. It can take years and a gradual process to develop the joint work areas and relations to deliver valuable results and thereby justify the transaction costs involved in developing and managing the partnerships including start-up and administrative costs. The development and certification of joint courses or joint degrees also take several years.
- *Flexibility and adaptation* during implementation are important, since the areas and initiatives with best potential value may only be identified and realised as the partnership develops.
- Typically, university partnerships are rooted in *shared thematic interests* in fields of research between the partners, which suggests that at programme level there should be *no thematic delimitation* beyond the broad focus on shared global challenges, since that might exclude applications and overly limit the number of partnerships.
- The *workload involved in administering and coordinating partnerships is often high*, both for partnership coordinators and participants. Such workload is necessary to consider and compensate to avoid that they prohibit partners from participating.
- *Student well-being is a critical parameter demanding special attention and adequate resources*. Beyond the narrower academic achievements, the purpose of the programme is to foster long-term networks and mutual understanding. That will only materialise if African students have largely positive experiences from their study stays in Denmark. Experience shows that this requires dedicated efforts of the universities to assist in opening the doors to Danish society, including those doors that Danes may not perceive as closed or even existing. DFC's considerable experience in this area will be made available to the Danish universities, so that they will be well equipped to welcoming and supporting African students.

### **Potential constraints, risks and mitigation measure**

During consultations with Danish and African universities, relevant Danish authorities including the Ministry of Higher Education and Science, the Agency for Higher Education and Science, the Ministry for Immigration and Integration, the Agency for International Recruitment and Integration as well as other relevant resource persons, potential constraints to the implementation of the new programme

have been identified. The risk assessment in Chapter 9 and the risk matrix in annex 4 elaborate further on the details and the mitigation measures. The overarching constraints and risk are summarised below:

- *Both Denmark and African countries undergo change* in how their higher education sectors are organised and working. Some changes are significant (e.g. in Denmark, the university reform will lead to changes in the existing university programme portfolio, and set of new one-year master programmes will be implemented from 2028. To mitigate this reality, the programme will explicitly adopt an adaptive management approach<sup>8</sup>.
- *Admission to certain types of studies in Denmark may be limited.* The admission criteria to higher education in Denmark, the highly competitive nature governing admission to many studies, and the rules governing study exchanges that require a balance between the number of incoming international exchange students and outgoing Danish exchange students, may put limitations on how many students from Africa that can be admitted to studies in Denmark (in particular on one or two semester exchange). The challenges will only be fully known once the programme comes into full operation as they depend on factors such as the number and qualifications of African scholarship applicants under the programme and the number and qualifications of Danish and other international applicants to the studies. Mitigation, if necessary, will include an initial focus on full master programmes and shorter courses like e.g. summer schools with the expectation that possible hindrances, not rooted in the legal or regulatory framework, can be overcome.
- It is recognised that full-degree courses imply that African students lose their formal connection to their home university, thereby *weakening the incentives of African universities to participate in the programme*. The partnerships can, however, provide opportunities to keep full-degree students connected with their home university, e.g. through thesis work or joint Master programmes, where part of the education takes place in Denmark and part of it in the home university. The latter will require an agreement about joint degrees between the participating universities (with the challenges described below).
- Danish institutions are permitted to award joint degrees in collaboration with foreign partner institutions, and jointly held courses (in Denmark and/or in Africa) can be approved and release formal study credits. However, there are *at present few agreements on joint degrees or joint courses*, and the processes for developing and entering such agreements are lengthy and cumbersome. To offset negative effects, the programme will offer considerable freedom to balance shorter courses and full master programmes according to their possibilities, while the partnerships in the longer term are expected to expand the menu of joint degrees and joint courses.
- At the level of individual students wishing to participate in the programme, experience suggests that it is not necessarily easy for African graduate students to meet formal entry requirements. This may be because certain courses at BA-level required for admission have not been offered by

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<sup>8</sup> Ministry of Foreign Affairs, 2020: [Guidance Note for Adaptive Management](#)



the home university (e.g. laboratory training), or due to difficulties of translating grades from African universities to the Danish grading scale. Meeting the upfront costs of language test, visa application, and application fees (which will be reimbursed, but only if the application process results in a scholarship) may also be a challenge. The application for visas can be perceived as too onerous to be worth the effort, and visas may come late or not at all if there are missteps in the process. Managing the high and varied costs of living in different parts of Denmark and managing the induction to Danish society is also a challenge. The courses to which African students are admitted may also be perceived as strongly centred on European challenges and solutions, making the direct relevance to an African context limited. The programme will address these challenges by ensuring clear communication about terms, conditions and processes for application and admission, by articulating explicit requirements for Danish universities to offer relevant support and mentoring to successful applicants, and through an adequate level of economic support through scholarships and housing allowances to the students.

The first call for applications planned to be announced in June 2025 will reflect a best possible framework for addressing these challenges in a short-term perspective, while subsequent calls will adjust the framework based on the experience gained.

### **3. Programme objective, theory of change and key assumptions**

#### **3.1. Programme objective**

*The overall objective* of the programme is to achieve greater mutual understanding and better dialogue between African and Danish decisions-makers at varying levels and across different strands of society about joint responses to global development challenges.

*The specific programme objective* is collaborative learning and innovation for African and Danish universities in joint networks and skills development for African and Danish students addressing shared global challenges.

This will be achieved through demand-driven university partnership projects that focus on two main outcome areas, namely:

##### *Outcome 1: Innovation and collaborative learning partnerships*

Long-term collaborative partnerships between Danish and African universities focusing on knowledge development and innovation relevant to shared global challenges.

##### *Outcome 2: Knowledge and skills development*

Young African students, having been part of the scholarship programme and having shared experience and perspectives with Danish students, have gained improved skills and competences relevant to address shared global challenges.

The longer-term impact after the end of the programme at overall objective level will materialise around African and Danish graduates who have been part of the programme and who are working together to identify and develop joint responses to global development challenges.

At the level of the individual partnerships, the impact is that more possibilities are opening for interaction and exchange of perspectives for participating universities, departments/faculties, and individuals in Africa and Denmark. This will eventually contribute to address shared global challenges. The exact impact will depend on the individual partnerships, but is expected to fall in four interlinked areas:

- **Continued collaborative learning and teaching:** African and Danish universities increasingly deliver excellence in ensuring joint learning for students with high relevance for their future careers.
- **Innovation:** Increased joint participation in support of and collaboration with incubators, emerging or established innovation centres, companies or broader innovation eco-systems.
- **Skills and jobs:** African and Danish graduates who have gained qualifications in the partnership programme are employed as researchers, or in private or public sector jobs related to shared global challenges.
- **Outreach:** Researchers, teachers, staff, and students, who have been or are part of the partnerships and networks, provide evidence-based inputs to policy agendas related to shared global challenges, and participate in programmes and projects relevant to challenges affecting communities and businesses.
- **Improved conditions for joint research:** Development of research proposals and grant applications, and communication of joint research.

At outcome level, the following type of results are expected at the end of the programme period:

- **Networks and partnerships:** Equitable, institutionalised partnerships between Danish and African universities collaborate and exchange perspectives on common topical agendas, including curriculum development, development of blended and other learning approaches, joint courses and degrees, and staff exchanges focusing on continued capacity development of relevant systems underpinning education and research, research proposals and outreach to and incipient collaboration with innovation, business and relevant civil society actors.
- **Young African and Danish professionals exchanging perspectives and building networks:** African students study in Denmark (full-degree, shorter/longer courses or exchange programmes), and Danish students explore exchange opportunities in Africa (with funding outside this programme). Most graduates having participated in exchanges or studied abroad seek employment relevant to their skills in research, business, public administration or other areas, and participates in and draws on the networks related to their study experience.

### 3.2. Theory of Change

Denmark and African countries have cooperated since the 1960s. Over the years, and across countries, the scope and duration of the cooperation has varied, and in many aspects this has demonstrated the

sometimes intangible value of long-term collaboration and partnerships compared to shorter engagements. The value of partnerships goes beyond the immediate and often more measurable outcomes of the collaboration. The broad range of Danish and African actors exposed to each other's perspectives and experience – in education, research, business, government, and civil society across Danish partner countries – has created a backdrop of intercultural understanding that still, many years after, enables better dialogue and less polarisation, including on thornier issues. Long-term cooperation facilitates the achievement of effective joint responses and meaningful results, which relies on trust and comprehension between partners, something that is unlikely to grow out of shorter engagements.

The Theory of Change behind this programme departs from this recognition of the value of intercultural understanding, and the need to for intercultural and multidimensional collaboration to find solutions to shared global challenges. It aims to foster this through collaboration and networks in the realm of higher education. This realm is particularly important compared to other areas for two main reasons:

- **Higher education is science- and evidence-based**, offering a shared foundation of values and principles about basic methods, approaches and behaviour. It is also inherently a long-term endeavour, both in relation to education and research.
- **Graduates from universities increasingly form part of the decision makers and leaders in societies**, with considerable direct or indirect influence on policies, business, governance and socio-economic development. This includes tackling shared global challenges (health, climate, peace and stability, migration, biodiversity etc.).

Experience, both from Denmark's relation to African countries and from other collaborative experience in higher education and research, indicates some important preconditions for collaboration and study stays for African students in order for this to result in lasting and productive networks, which again can play a role in fostering better mutual understanding, dialogue and collaboration. The preconditions are described in the lessons learned section (section 2.5 above) and can be summarised as follows:

- **Focus on equitable and jointly owned partnerships and networks:** All partners must sense and practice ownership. Partnerships driven unilaterally or with benefits mostly for some partners are unlikely to flourish and last beyond the availability of external funding. While mutual understanding and longer-term bonds may also result from e.g. individual African students graduating in Denmark or vice versa, the positive effects of such bonds are likely to be greatly enhanced by deliberate and targeted efforts to link study stays to networks (e.g. research, innovation, and business or alumni networks).
- **Intrinsic, issue-based motivation to participate:** Successful networks in higher education and research are driven by participants' shared interest in topics, and their recognition that the other partners can add value to the network. To make partnerships thrive and be driven by participants' interests, there will be no thematic delimitation beyond the broad focus on shared global challenges.
- **Welcoming work-/study- and living-conditions during exchanges/stays abroad** are crucial for creating good experiences for African students and partners visiting Denmark and may incentivise them to stay in (e.g. alumni) networks and seek further interaction. Careful attention

needs to be paid to align scholarships to the real cost of living in Denmark, to ensure accurate and accessible information of visa requirements and conditions for study stays in Denmark

To draw on this experience, the programme has been designed as an adaptive framework programme, where university partnerships between Danish and African partners can apply for grants and scholarships based on their mutual interests, linked to their experience from participating in similar schemes, and aligning as closely as possible with their existing procedural framework for cooperation and inclusion of students from other countries.

### **Box 3: Theory of Change – in short**

In short, the Theory of Change hypothesises that:

*If* the programme offers an adaptive framework, where partnerships between Danish and African universities can apply for grants and scholarships based on mutual interests and aligned to their experience and procedures...

*Then* the programme can foster the creation of equitable, durable and jointly owned partnerships among university partners driven by shared topical interest, and provide welcoming work-/study- and living-conditions during exchanges/stays in Denmark for African students...

*Then* many graduates, who have been part of the programme, will get jobs in research, business, government or civil society relevant to addressing shared global challenges, and they will be likely to maintain their participation in networks, including Danish and African actors, based on shared values not least linked to a science-informed outlook, and...

*Then* sustained intercultural understanding is likely to enable better dialogue, less polarisation and more fruitful and effective collaboration in addressing shared global challenges.

The programme articulates this Theory of Change, which is deliberately broad with no single mechanism leading to the objectives. The programme will work through two closely connected pathways: Outcome 1, which supports the creation of partnerships between Danish and African universities, and Outcome 2, which supports a diverse package of study opportunities in Denmark for African students (study stays for Danish students in Africa are not eligible for funding under this programme, but other funding sources are available to Danish students). The results under the two outcome areas are significant in their own right – and together they prepare the ground for achieving the longer-term impact linked to the overall programme objective.

The Theory of Change addresses several of the constraints discussed in section 2.5 through the emphasis on equity, ownership, intrinsic motivation, and welcoming conditions for study stays in Denmark.

## 4. Summary of the Results Framework

At programme level, the results will be monitored based on the overall results framework below. Indicators and targets at the level of outputs will be developed based on the approved grants following from the calls under the programme.

Programme	Knowledge and Innovation Programme
Overall Programme Objective	Greater mutual understanding and better dialogue between African and Danish decisions-makers at varying levels and across different strands of society about joint responses to global development challenges
Impact Indicator	Three years after the completion of the programme, there have been at least 40 specific incidents where Danish and/or African actors associated with the programme have facilitated or participated in effective dialogue about topics significant for addressing shared global challenges.
Baseline	n.a.

Specific Programme Objective	Collaborative learning and innovation for African and Danish universities in joint networks and skills development for African and Danish students addressing shared global challenges.
Intermediate Outcome Indicator	Three years after the completion of the programme (i.e. in 2035), at least 8 partnerships are conducting joint learning, research, innovation or outreach activities. In 2035, at least 60% of African graduates who have studied full- or part-time in Denmark as part of the programme are employed using their qualifications either as researchers, or in private or public sector jobs related to shared global challenges. In 2035, through inspiration from their studies in Denmark at least 50% of participating African graduates are members of (alumni) networks that collaborate on finding solutions to shared challenges.
Baseline	n.a.

Outcome 1:	Long-term collaborative partnerships between Danish and African universities focusing on knowledge development and innovation relevant to shared global challenges.
Outcome indicator 1:	By 2032, the respective partners can clearly describe the specific goals, values, principles, mechanisms and modus operandi of their joint partnership endeavour, as well as the results (planned and unplanned) they have achieved, and the strength, weaknesses, opportunities and threats they are facing.
Outputs for Outcome 1	Each partnership will define their own targets and outputs within an overall results framework. The types of outputs expected include: <ul style="list-style-type: none"> <li>• Teaching programmes development, management, and support</li> <li>• Improved teaching methods applied, including blended learning approaches</li> <li>• On-line courses for induction of African students to study and stay in Denmark are available</li> <li>• Joint skills development under implementation</li> <li>• Joint course development in prioritised topical areas</li> <li>• Knowledge and innovation platforms/hubs in progress</li> <li>• Improved administrative support systems for education management</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased number of mobility agreements</li> <li>• Joint innovation and research preparation</li> <li>• Joint agendas and initiatives for collaboration on knowledge development and innovation under implementation</li> <li>• Jointly prepared applications for significant international research funds/programmes</li> <li>• Outreach capacity for dissemination and application of research-based knowledge</li> <li>• Policies, strategies and capacities to disseminate knowledge and turn knowledge into policy and practice</li> </ul>

Outcome 2:	Young African students, having been part of the scholarship programme and having shared experience and perspectives with Danish students, have gained improved skills and competences relevant to address shared global challenges.
Outcome indicator 2:	By 2032, at least 80% of young Africans, participating in Master education supported by the programme, have graduated.
Outputs for Outcome 2	<p>Each partnership will define their own targets and outputs within an overall results framework. The types of outputs expected include:</p> <ul style="list-style-type: none"> <li>• The number of African students attending full-degree studies in Denmark increases by a factor 8 from 2025 to 2032.</li> <li>• Steady increase in applicants for scholarships from eligible African countries</li> <li>• Short-term study programmes/courses/summer schools offered with relevance for an African context</li> <li>• The number of African students on exchange in Denmark through the Erasmus+ programme increases by a factor 8 from 2025 to 2032.</li> <li>• Master thesis supervision done in collaboration between Danish and African universities</li> <li>• Steady increase of Joint Master studies combining studies in Denmark and studies in an African university</li> </ul>

## 5. Programme description

### 5.1 Partnership projects

The basic building blocks of the programme are partnership projects, developed by one (or more) Danish university(ies) and at least one African university in eligible countries. The projects will be prepared in response to a call issued by DFC, and funding will be granted (or not) after assessment by a Selection Committee based on transparent criteria.

The projects shall focus on improving capacities of systems and people in university education and teaching programmes. They shall further develop collaborative learning and networks in relevant areas for tackling common global development challenges. Thirdly, they shall include or in time lead to study and/or exchange programmes bringing African students to Denmark and preferably Danish students to

Africa. According to OECD-DAC guidelines, study visits by Danish students to African countries cannot be funded under the programme, but the partnerships are expected to motivate exchanges of Danish students to African universities through other funding channels, such as the Erasmus+ programme or private foundations.

The programme will not fund research activities but can fund preparatory work on research grant applications which will have positive effect on e.g. joint curricula development, or pilot data collection etc. in connection with master thesis work that feeds into ongoing research. Research activities can seek support from e.g. Danish FFU grants or other international funding sources.

Universities can form the partnerships at faculty/department level, but project applications shall be signed off at rectorate/university level. A university can engage in more than one partnership project. If a university has more partnership projects, it is expected to maintain a continuous dialogue across projects to seek potential synergies.

Each partnership project will define its specific objective and scope that align with the programme objectives and address, over the duration of the project, both outcomes. A list of eligible cost items and other conditions and terms for funding will be published as part of the call from applications by DFC, see also chapter 7 and annex 5, which includes an indicative list of eligible cost items drawing on the experience from the BSU programme.

Box 4 lists examples of relevant activities that could come under outcomes 1 and 2. The partnerships may propose other activities if they contribute to the two programme outcomes.

#### **Box 4: Example of types of activities under outcomes 1 and 2**

<b>Outcome 1: Young African students, having been part of the scholarship programme and having shared experience and perspectives with Danish students, have gained improved skills and competences relevant to address shared global challenges</b>
<ul style="list-style-type: none"> <li>• Creation of innovation platforms, development of summer school courses, workshops, fairs, seminars, incl. partnerships for innovation with private companies/foundations</li> <li>• Entrepreneurship training and accelerator programmes, incubators, business courses etc.</li> <li>• Seminars/conferences for joint learning and/or research proposal preparation and scoping</li> <li>• Knowledge and innovation information sharing hubs</li> <li>• Policy briefs, seminars/conferences with policy makers, private sector, civil society, etc.</li> <li>• Visiting scholars and administrative staff, African countries to Denmark/Denmark to African countries</li> <li>• Master teaching development and revisions</li> <li>• Innovative teaching methods, mutual supervision, mentoring, interdisciplinary work</li> <li>• On-line courses, videos, and information materials available for the preparation of African students' participation in Danish university programmes</li> <li>• Laboratories training, research methods, writing courses, etc.</li> <li>• Knowledge, information, and learning management systems</li> <li>• Digital training and information technology (websites, internet and e-services)</li> <li>• Library search systems access and training</li> </ul>

- Development of joint Master degree programmes and course /curriculum development
- Preparation of joint research proposals and funding applications for international research funds
- Strengthening/sharing of fund application skills and approaches
- Use of digital technologies and platforms
- Development of communication strategies and skills, communication material
- Mainstreaming gender and inclusion perspectives in teaching programmes curricula, research projects, recruitment, and monitoring and evaluation
- Assessments and institutional policy development on gender equality and inclusion
- Workshops or courses on inclusion and rights
- Measures to include women in formal and informal research networks
- Special teaching material/equipment/personal assistance for students with disabilities
- Blended learning initiatives
- Equipment necessary for courses (e.g. laboratory equipment, IT, other)(up to 10% of a partnership budget)
- Preparation of partnerships where initial contacts exist between prospective partners
- Preparation of applications to the EU's CBHE programme
- Preparation of International Credit Mobility agreements implying mutual recognition of courses between Danish and African higher education institutions (thereby opening for Erasmus+ exchanges and topping-up scholarships through the programme.
- Preparation of exchange agreements, and other opportunities facilitating mobility for Danish African students

**Outcome 2: Young African students, having been part of the scholarship programme and having shared experience and perspectives with Danish students, have gained improved skills and competences relevant to address shared global challenges**

- Scholarships for full-degree programmes for African students in Denmark, some with continued links to the university where the student took her/his BA.
- Scholarships for full-degree combined Master programmes in Denmark and African countries.
- Scholarships for African students for short-term study stays in Denmark (non-degree courses) linked to partnerships.
- Summer schools.
- Top-up grants to the Erasmus+ scholarships, enabling African students to cover the high cost of living in Denmark.
- Administrative procedures and capacities available in Danish and African primary partner universities to guide and assist African students during the application, preparation, and induction period of study stays in Denmark.

## 5.2 Partnership participants and roles

A partnership must consist of at least one Danish university and one African university. To maximise opportunities for leveraging South-South learning, partnerships with more than one African partner will be favoured in the selection process. University partners in countries with Danish embassies are considered primary partners, while university partners in other countries on the African continent are considered secondary partners.



More than one Danish university partner can be included if it provides the opportunity to capitalise on existing networks across institutions and/or the pooling of resources and comparative advantages to best achieve the objectives.

Other European universities can also participate in the partnerships in addition to the Danish and African core partners. Such wider European university participation should be motivated by possibilities, for instance, to add competences or connections to the partnerships that would strengthen their overall attraction and potential value. Funding for potential European partners must be secured outside the programme.

In addition to university/research institutions, partnerships can include relevant higher education and private sector actors as additional partners, including companies, foundations, research-based think-tanks and civil society organisations. The inclusion of such partners is encouraged, but a ceiling will be set on funds they can receive under the programme. The major share of funding applied for by partnerships will be expected to cover costs of the primary African and Danish partners.

The coordination, management and administrative arrangements for the partnerships are outlined in Chapter 7.

### **5.3 Seed funding options**

In cases where partners are new to each other, or where more time and process for other reasons are required to develop the idea and foundations for a partnership project, applicants can apply for seed funding to adequately develop the idea and content of a partnership project. The output will be a full partnership project application for submission in the following year's application round.

Seed funding option enables the development of partnerships between actors who do not already have established collaborations or only incipient collaboration to build on, including with younger universities with less capacity and tradition for engaging in international partnerships. It can also serve to include new partners in an existing partnership.

The seed funding can cover joint project proposal development activities, including travel and e.g. seminar costs. The seed funding projects will be limited to max. one year and DKK 500,000. Seed funding can be applied for in the first two calls, i.e. in 2025 and 2026. Partners will apply for seed funding through the same window and process as full partnership projects, but with a simplified format.

In addition to partnership seed funding, all Danish higher education institutions with an ERASMUS Charter for Higher Education (ECHE) are eligible to apply for seed funding to prepare applications to the Erasmus+ Capacity Building in Higher Education (CBHE) programme (max. DKK 200,000). They can also apply for seed funding (max. DKK 50,000) to enter International Credit Mobility agreements with African Higher Education Institutions (HEI), enabling Erasmus+ student mobility with top-up grants funded by the programme. See section 5.4. below

#### 5.4 Support for increased mobility and CBHE actions under the Erasmus+ programme

The EU's Erasmus+ programme facilitates a wide range of actions and activities for education purposes within and outside Europe, including African countries.<sup>9</sup> The Knowledge and Innovation Programme will have an Erasmus+ track under both outcomes that will provide support for Erasmus+ actions on CBHE and the facilitation of *International Credit Mobility Agreements* under Outcome 1, and *student mobility* under Outcome 2. The two actions will contribute to the overall KIP programme objective. It will furthermore increase the programmes alignment and synergies with European initiatives on both education and innovation. Support for the two Erasmus+ actions will follow the Erasmus+ framework; i.e. the geographical scope includes all countries in Africa<sup>10</sup>, and all types of HEIs holding an ECHE (incl. e.g. university colleges and business academies). This will enable the extension and deepening of existing and well-established Erasmus+ partnerships and support the creation of new Danish-African (and European) partnerships across the African continent.

**The *Capacity Building in Higher Education (CBHE)* action** supports international cooperation projects based on multilateral partnerships between organisations in the field of higher education<sup>11</sup>, and is overall very similar to Outcome 1 in the programme. CBHE supports the relevance, quality, modernisation and responsiveness of higher education in third countries in addressing socio-economic recovery, growth and prosperity and reacting to recent trends, in particular economic globalisation but also the recent decline in human development, fragility, and rising social, economic and environmental inequalities.

**CBHE projects must have a minimum of two European HEI partners** and a minimum of one partner in a third country. The CBHE is fully anchored in the European Commission. Projects are selected through a central and highly competitive annual call for applications. Currently, six Danish HEIs are involved in ongoing CBHE projects. CBHE is another avenue for creating new and strengthening partnerships between Danish, European and African HEIs and thus also a way to tap into existing EU-African strategies and initiatives on education.

**To increase the engagement in CBHE projects, the programme will include a seed funding opportunity for Danish HEIs to facilitate the preparation of applications to CBHE.** The seed funding can cover joint project proposal development activities including travel and other direct costs (but not salaries) for Danish and African partners. It is expected that a project application is submitted in the following CBHE application round.<sup>12</sup> The seed funding projects will be limited to max. one year and DKK 200,000.

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<sup>9</sup> Covered in Erasmus+ Region 3 – Algeria, Egypt, Libya, Morocco, Tunisia, and Region 9 – all Sub-Saharan countries

<sup>10</sup> The following universities (incl. students) in South Africa are not eligible for applying Erasmus+ support: University of Cape Town, University of the Witwatersrand, and Stellenbosch University

<sup>11</sup> Strand 1: Fostering access to cooperation in higher education; Strand 2: Partnerships for transformation in higher education; Strand 3: Structural reform projects

<sup>12</sup> Seed funding to develop a CBHE project application is no guarantee for award of a CBHE grant by the European Commission.

**Student mobility activities under the Erasmus+ programme take place under Erasmus+ International Credit Mobility (ICM) agreements** which can include e.g. mobility<sup>13</sup> for university students (both BA and MA-level), staff, as well as students and staff at all other Danish Higher Education Institutions with an Erasmus Charter (including e.g. university colleges and business academies).<sup>14</sup>

**Currently, there are only around 40 African Erasmus+ students in total in Denmark each year.** A main challenge is that scholarships are too low to cover the cost of living in Denmark. It is therefore difficult for African students to come to Denmark on an Erasmus+ scholarship, and not attractive for Danish HEI's to accept African students who cannot provide for themselves.

The programme will therefore include top-up grants for African Erasmus+ HEI students coming to Denmark, to increase their total grant to a level that matches the stipends that Denmark (through DFC) offers other students from the Global South coming to Denmark for longer study stays

**There are few Erasmus+ agreements** between African and Danish HEIs through which exchange can be facilitated. The top-up grant is expected to pave the way for more agreements in the future, and encourage Danish HEI's to seek new collaboration with institutions in Africa or convert existing agreements into Erasmus+ agreements. To further incentivise this, the HEIs can also apply for small seed funds (max. DKK 50,000) to enter International Credit Mobility agreements with African HEIs.

**The three grants mentioned above** will be made available for Danish HEI's through a simple application process managed by DFC and will be communicated to Danish and relevant African HEI's through a coordinated communication effort between MFA, UFS, and relevant Danish embassies in African countries.

### **5.5 Programme and project duration and scale**

The programme period is set to 2025-2032, or eight years. Committed funds must be disbursed and closed within the programme period.

Concerning the duration of individual partnership activities, they are expected to have a duration of five years. Danish university partners have clearly expressed that a shorter timeframe than five years would make it difficult to achieve the envisaged results. This is also confirmed by the experience of the BSU programme.

Full-degree scholarships would take up to 3 years, including time for the application process and the inevitable delays which may occur.

To keep momentum and allow an orderly possible adaptation of the timeframes, the programme will initially adhere to the following commitment and disbursement schedule:

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<sup>13</sup> Mobility in Erasmus+ enables higher education students to study at a higher education institution abroad as a part of their degree at their home institution.

<sup>14</sup> Danish/European students are not eligible for Erasmus+ mobility grants when going to ODA countries, however, university/institutional staff from Danish institutions are.

	2025	2026	2027	2028	2029	2030	2031	2032
Commitments partnerships	x	x	x					
Disbursement period – partnerships		x	x	X	x	x	x	x
Commitment - scholarships	x	x	x	X	x			
Disbursement period - scholarships		x	x	X	x	X	x	x

Seed funding for partnership development (max. DKK 500,000) can be applied for in 2025 and 2026. Seed funding for CBHE application preparation (max. DKK 200,000) can be applied for up to 2029, provided the CBHE programme continues. Seed funding for ICM agreements (max. DKK 50,000) can also be sought until 2029. The details and the application requirements will be prepared by DFC as part of the calls for applications.

An initial budget ceiling of DKK 6 million will apply for partnership applications under Outcome 1 for a five-year project (and proportionately less if the project period is shorter). The budget for Outcome 2 (knowledge development) shall be justified against plans for number and types of scholarships, based on unit costs to be published by DFC as part of the calls for applications. An overview of the expected unit costs is included in annex 5.

### 5.6 Cost distribution in partnerships and eligible costs in the programme

Experience from FFU and BSU strongly indicate that equity in the partnerships is a precondition for joint ownership, healthy management and leadership relations, and joint accountability for results, effectiveness, and efficiency.

This includes equity in the allocation of funds between the partners, and accommodation of cost items that may be of particular relevance to Northern or Southern partners.

To avoid creating straitjackets and recognising different cost environments, equity in partnership funding between North and South partners will be defined as an overall share of 40-60% of funding allocated to each of the partners.

The eligible type of costs in the programme includes a.o. travel/per diem, salary compensation, conference and seminar costs if outside facilities are required, communication and, up to a certain limit, equipment for e.g. relevant lab training or experimentation with Southern partners. Direct administrative cost will also be covered. The envisaged eligible cost items are included in annex 5, and are based on the experience from FFU and BSU. The list may be revised by DFC in dialogue with universities before the first call is announced.

For scholarships, the programme can cover application, visa and language test fees, travel, insurance, and living costs, as well as tuition fees in Denmark. Tuition fees can be covered at standard rates used by the universities with a maximum overhead factor of 1.7. In study exchanges where courses are reciprocally recognised and exchanges are balanced, tuition fees do not apply.

Acknowledging the comprehensive and critical task of supporting African students on scholarships in Denmark with entry and residence requirements, accommodation and induction to Denmark, etc., the partnerships can apply for coverage of the extra administrative costs associated with managing the scholarship component, both in the Danish and African partner universities as relevant. This can either be through an itemised budget, through a flat rate per arriving student, or by entering the cost of contracting DFC so that they assume some of those responsibilities that the partners may not wish or have the capacity to perform themselves. The details and precise conditions will be specified in the calls for applications.

All primary partners can include overhead or unspecified expenditures up to a total of 20% of the partnership budget. There is no additional overhead on the scholarship components beyond the tuition fee element and the coverage of extra administrative costs to ensure that universities can welcome and prepare African students on study life in Denmark, and support them as need be during their stay.

### **5.7 Call-based application process**

Universities in Denmark and Africa, including intended partners, will jointly apply for the partnership projects through calls in 2025, 2026, and 2027 managed by Danida Fellowship Centre (DFC), with the partnership projects starting in 2026, 2027 and 2028, respectively. Each annual round is expected to result in approval of 3-5 partnership projects (not including seed funding projects), or 9-15 in total.

DFC will announce each call with details for submission of the application, including selection criteria and process. The format for the application will be defined in the call. As far as possible, formats and approach will be modelled based on the FFU-application process which Danish universities and many partner institutions are familiar with.

Applications will be assessed and scored based on pre-defined criteria. A first administrative check by DFC will assess the basic eligibility of proposals. Proposals will subsequently be reviewed by Danish embassies in relevant countries and assessed by a Selection Committee based on the selection criteria. Box 5 lists the eligibility and selection criteria, which will be further developed in dialogue with the university partners before the call for proposals is published.

Partnership proposals are expected to cover both outcome areas but may start with activities in Outcome 1, later followed by activities in Outcome 2. Depending on available funds, calls for Outcome 2 activities may also be launched in 2028 and 2029. If Danish and African universities already have well-established partnerships, which have ongoing activities covering some or more Outcome 1 areas (and corresponding to eligibility criteria for Outcome 1), they may apply for Outcome 2 funding only.

In addition to the annual call for partnership proposals, there will also be an open application process for the various seed funding and Erasmus+ topping up options. The procedure for this will be defined by DFC in consultation with UFS together with universities and other relevant stakeholders to ensure that timing is adequate for the subsequent processes (preparation of proposals or acceptance/arrival of Erasmus+ students).

### Box 5: Selection criteria for partnership proposals

<b>Eligibility criteria</b>	<ul style="list-style-type: none"> <li>• Aligned with programme objectives</li> <li>• At least one African university included from an eligible country, and one Danish university</li> <li>• Not direct research</li> <li>• Signed off by rectorate of all participating universities, and by relevant executive officers of other partners</li> <li>• Budget within applicable limits in size and distribution between partners, and limited to eligible cost items</li> <li>• Application covers both outcome areas over the time of the partnership and starts with Outcome 1, unless an active partnership is already in place</li> </ul>
<b>Selection criteria</b>	
Relevance	<ul style="list-style-type: none"> <li>• Thematic relevance: <ul style="list-style-type: none"> <li>➤ Thematic focus on relevant knowledge gaps and innovation needs for tackling the shared global challenges</li> <li>➤ Justification demonstrating shared significance of thematic focus for partners</li> </ul> </li> <li>• Relevance to institutional needs: <ul style="list-style-type: none"> <li>➤ Interventions relevant to capacity needs and opportunities in partner research and education systems, staff capacities, networks, and outreach</li> <li>➤ Relevance for all partners</li> </ul> </li> <li>• Societal relevance: <ul style="list-style-type: none"> <li>➤ Outcomes in outreach, joint research proposals or enhanced skills of graduates corresponds to expected demand in relation to shared global challenges</li> </ul> </li> </ul>
Quality	<ul style="list-style-type: none"> <li>• Evidence of substantial role of African partners in the preparation of the proposal</li> </ul>

	<ul style="list-style-type: none"> <li>• Potential value-added and originality of project in relation to capacity and academic networks to improve shared knowledge and innovation</li> <li>• Clarity and focus, coherence, and adequacy of project design regarding objective, strategy and outcomes</li> <li>• Partner composition and coordination/management set-up reflects equal partnership</li> </ul>
Effect and value-added	<ul style="list-style-type: none"> <li>• Theory of change and approach underpins effectiveness and added value in one or more of: <ul style="list-style-type: none"> <li>○ capacity strengthening of people, including exchanges</li> <li>○ capacity strengthening of teaching and research support systems</li> <li>○ networks and joint learning for knowledge and innovation</li> <li>○ joint curricula and/or course development</li> <li>○ tangible value-added to external stakeholders</li> </ul> </li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>• Lean and efficient management and administration set-up</li> <li>• Evidence of adequate financial management</li> <li>• Clear accountability mechanism</li> <li>• Adherence to reporting requirements</li> </ul>
Risk	<ul style="list-style-type: none"> <li>• The risk analysis is clear</li> <li>• Risks are at an appropriate level</li> <li>• Reasonable mitigation measures have been identified</li> </ul>
Additional criteria	<ul style="list-style-type: none"> <li>• Integrated focus on gender equality</li> <li>• Clear and effective set-up to assist African students embarking on study stays in Denmark as part of the partnership.</li> <li>• More than one African partner is an advantage</li> </ul>

### 5.8 Selection process and committee

A *Selection Committee* will be appointed with the responsibility of assessing applications and deciding on the distribution of grants. The committee will have five members and two observers. Members will be recruited based on competence and experience with university partnerships and exchanges, specialist knowledge about international relations in the higher education landscape in Denmark and African countries, insight into requirements of university and innovation environments in African countries, and finally in-depth knowledge and experience with development cooperation. Combined, the members must possess solid knowledge and experience within partnerships and programmes on international higher education and innovation environments and projects in Denmark and African countries, and in alignment

with the call for proposals. See more details on suggested qualifications and affiliations of members below. MFA and UFM will each be represented by an observer, and DFC acts as secretariat for the selection committee. Gender equality among committee members will be prioritised.

The committee will meet after the closure of each annual call for proposals to assess and prioritise applications, and will be responsible for preparing a screening note, including documenting lessons and issues arising. After the first selection round in 2025, lessons learned from the selection process will be identified with stakeholders, including DFC, MFA, UFM, embassies, universities in Denmark and African countries. Selection Committee members will use these lessons learned as basis for relevant adjustments to the process and formats.

Seed funding and Erasmus+ grants will be applied for through DFC and administered by DFC without presentation for the Selection Committee.

It is expected that the Selection Committee will be comprised of external members with the following qualifications and affiliations:

- A representative from a university or Strategic Sector Cooperation programme in an African partner country
- A representative appointed by INTER, a Danish committee for employees at the international offices at the universities
- A specialist with in-depth knowledge and experience within capacity development in relation to development cooperation
- A representative from a Norwegian higher education development programme e.g. NORHED or NORSTIP
- A representative from a higher education network in Denmark, Europe, or the Global South

To avoid conflict of interest issues, a protocol for the Committee on this matter will be prepared by DFC and approved by the Committee, which will also decide on its procedures.

## 6. Budget

The total cost of the programme is DKK 430 million, covering eight years (2025-2032), with project commitments made in 2025-2029, and closing of activities by 2032. Given the call-based nature of the programme, the budget will be adjusted based on the experience of the first call and based on the actual distribution of students on different types of courses and events.

The budget is based on the unit costs and scenarios displayed in annex 5. The middle scenario informs the table below.



## Box 6: Budget – Knowledge and Innovation Programme

	Potential number of additional students (persons)								
Measure	2025	2026	2027	2028	2029	2030	2031	2032	Total 2025-32
1.1 Outcome 1: Innovation and collaborative learning development [DKK 90 million]									
Short study stays		50	75	80	80	100	100	100	585
*Administration DFC									
<b>TOTAL OUTCOME 1</b>									<b>585</b>
1.2 Outcome 2: Knowledge and Skills development [DKK 340 million]									
1.2.1 Full degree - Master		25	50	76	91	97	53	0	392
1.2.2 Non.degree 12 months		2	6	12	12	14	24	0	70
1.2.3 Non.degree 5 months		4	8	14	28	30	40	38	162
1.2.4 Erasmus 5 months		20	25	30	65	65	70	52	327
Summer schools		20	30	35	50	60	75	20	290
Exchange		0	2	4	4	6	8	4	28
Mid-term Review									
University Administration									
Administration DFC									
<b>TOTAL OUTCOME 2</b>		71	121	171	250	272	270	114	<b>1269</b>
<b>PROGRAMME TOTAL</b>									<b>1854</b>

	Funding needs (million DKK)								
Measure	2025	2026	2027	2028	2029	2030	2031	2032	Total 2025-32
1.1 Outcome 1: Innovation and collaborative learning development [DKK 90 million]	27,500,000	28,000,000	28,000,000						83,500,000
Short study stays									
*Administration DFC	2,500,000	2,000,000	2,000,000						6,500,000
<b>TOTAL OUTCOME 1</b>									<b>90,000,000</b>
1.2 Outcome 2: Knowledge and Skills development [DKK 340 million]									
1.2.1 Full degree - Master	-	14,222,052	29,588,903	44,309,840	52,247,165	56,091,375	29,984,560	-	226,443,895
1.2.2 Non.degree 12 months	-	620,770	1,784,310	3,418,613	3,374,663	3,995,433	6,671,327	-	19,865,117
1.2.3 Non.degree 5 months	-	791,640	1,367,669	2,313,366	4,614,128	5,009,948	6,749,145	6,271,082	27,116,978
1.2.4 Erasmus 5 months	-	1,100,000	1,375,000	1,650,000	3,575,000	3,575,000	3,850,000	2,860,000	17,985,000
Summer schools		1040000	1560000	1820000	2600000	3120000	3900000	1040000	15,080,000
Exchange		0	243140	486280	486280	729420	972560	486280	3,403,960
Mid-term Review	-	-	-	-	-	-	-	-	750,000.00
University Administration	-	2,050,000	2,050,000	2,050,000	2,050,000	2,050,000	2,050,000	2,050,000	14,350,000
Administration DFC	1,000,000	1,350,000	1,350,000	3,300,000	2,350,000	1,950,000	1,950,000	1,750,000	15,000,000
<b>TOTAL OUTCOME 2</b>	<b>1,000,000</b>	<b>21,174,462</b>	<b>39,319,023</b>	<b>59,348,099</b>	<b>71,297,237</b>	<b>76,521,177</b>	<b>56,127,592</b>	<b>14,457,362</b>	<b>339,244,950</b>
<b>PROGRAMME TOTAL</b>	*DFC's administration costs amount to 5% of programme total								<b><u>429,994,950</u></b>

## 7. Institutional and Management arrangement

### 7.1 Overall programme governance

The Ministry of Foreign Affairs (MFA) has overall responsibility for overseeing the programme, and Danida Fellowship Centre (DFC) is responsible for management of the programme. The implementation of the programme will be in accordance with the Danida Aid Management Guidelines<sup>15</sup>. The governance and management arrangements will be specified in an agreement between DFC and MFA and will follow current regulations expressed in the “Administrative retningslinjer for forvaltning af tilskudsmidler fra Udenrigsministeriet – Danida Fellowship Centre”.

The MFA is responsible for ensuring that the overall framework for the Knowledge and Innovation Programme (KIP) and its implementation remains in accordance with Denmark’s strategy for development cooperation (‘The World We Share’ (2021-2025) and the new strategy to be launched in 2025) and the Strategy for Strengthened Danish Engagement with African Countries, ‘Africa’s Century’ (2024).

Within the Ministry of Foreign Affairs, the department for Evaluation, Learning and Quality (LÆRING) is responsible for the appropriation of funds for KIP, and the timely transfer of funds to DFC in accordance with approved budgets.

The Ministry of Foreign Affairs and DFC will meet regularly to monitor progress and identify mitigating measures to risks and constraints as relevant.

The MFA will liaise with and keep the UFM and UIM informed about progress and challenges.

### 7.2. Role of Danish Embassies in African countries

Danish embassies in Africa are key stakeholders in the programme and will draw on the partnerships and other activities in their public diplomacy and communication work. They will also play an important role in sharing information about the programme and about studying in Denmark on their platforms.

In many countries, the KIP will furthermore present new opportunities for including education and innovation in bilateral dialogues and for seeking synergies with existing bilateral programmes as well as Team Europe Initiatives.

Danish embassies will be invited to review applications from their respective countries, and project partners will be encouraged to reach out to embassies as projects are developed and implemented. Embassies will not have any direct role in the implementation of the programme beyond their normal role in visa application processes.

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<sup>15</sup> [www.amg.um.dk](http://www.amg.um.dk)

### **7.3. Role of DFC in programme management and implementation**

The MFA will grant the funds for the programme to DFC. DFC is responsible for the overall management of the programme, including conducting the call for proposals processes, managing the selection processes, and monitoring implementation and reporting results until the end of the programme period. The capacity of DFC is assessed in annex 2 to this document.

DFC is already responsible for the management of the MFA funds for development research projects that are collaborations between Danish research institutions and research institutions in selected countries in the Global South (FFU). DFC is also responsible for the management of the Building Stronger Universities programme, for the master scholarship grant programme for young African partners in Strategic Sector Programmes, and for developing learning programmes for partners in MFA-financed projects and programmes together with Danish universities and other learning institutions.

Modalities for the calls for proposals, assessment and approval of proposals, general conditions for the grants, administration of the grants, guidelines for reporting and much more will resemble the modalities for FFU, which will, therefore, serve as model for the DFC management of the new programme.

Building on this programme document and in consultation with the MFA, DFC will produce call texts for the various parts of the programme, and produce general conditions for approval of the partnership projects, the seed funding projects, and the Erasmus+ grants. The general conditions will contain guidelines (in line with MFA Aid Management Guidelines [amg.um.dk](http://amg.um.dk)) for project management, steering committees (or similar joint decision-making bodies for the parties) for each project, financial management and audits, reporting etc. The approved projects will contain annual work plans and budgets prepared by the partnerships. Grant agreements will be made between DFC and the Danish universities responsible for submitting the project proposals. Reporting will flow from the projects to DFC, and DFC will report progress of the programme results annually to the MFA in an annual narrative report.

Once DFC has entered into agreements with the lead universities on behalf of the partnerships, the partnerships will resume full responsibility for the implementation, monitoring and results reporting of each project.

As the granting organisation, DFC will be the focal point on all project related communication with the university partners, including on project management and financial management-related issues.

When relevant, DFC will organise programme support activities, including seminars/workshops across partnerships, events for African (and Danish) students in Denmark for networking etc. DFC will also ensure that African students are actively encouraged to participate in DFC's alumni network.

### **7.4. Administration of scholarships and support to incoming African students**

Experience from the Master Scholarships programme and other scholarships provides DFC with an in-depth knowledge of the challenges faced by African students when they prepare to study a full Master degree in Denmark, and during other study stays in Denmark, and how these challenges can be met.

DFC will ensure that participating universities and others will have full and easy access to this experience, enabling them to inform applicants about conditions and necessary steps that they must adhere to so as to ensure a smooth entry to Denmark.

The partnership project will cover the cost of payment for visa and residence permit applications, travel to and from Denmark, scholarship allowances, housing (rent) and insurance.

The cost of living varies across university cities in Denmark due to the marked difference in housing costs. To level this difference, DFC will, against a fee, offer the service of paying actual housing costs on behalf of the universities, if the universities wish to contract DFC to do so. Rent only, including normal advance payment, will be paid up to a threshold to be defined by DFC for the Greater Copenhagen area, Aarhus and the rest of Denmark, respectively. Students will have to pay for the use of utilities from their scholarship allowances. DFC and the Danish universities will, together, engage in searching for appropriate housing.<sup>16</sup>

DFC will provide insurance for students studying in Denmark under the programme.

While the partnerships will assume full responsibility for all other aspects of the scholarships, it is recognised that some universities due to their size and experience are better placed to assist incoming students than others. DFC will therefore offer, against a fee, to assist in specific tasks, including but not necessarily limited to the provision of pre-paid tickets to incoming students; assistance in cases where visa processes are not running smoothly; and opening of bank accounts etc. DFC will prepare a list of the services it will offer, with a concise description of the nature of the services and the cost thereof. The universities making use of these services from DFC can meet the cost from the funds they can apply for from the programme to perform the package of extra administrative tasks necessary to facilitate the arrival of African students.

### **7.5. Coordination and management of partnership projects**

Each partnership project will define its own management and coordination structure. For practical purposes, the Danish university partner will act as *project lead* and primary entry point for all communication with DFC and for coordination of follow-up in relation to the partnership. The organisational set-up for the partnerships must to be able to perform a set of functions, which will be described in the calls for applications.

The lead partner institution must ensure and monitor that the financial management of programme funds, including those managed by African and other partners, adheres to the principles and minimum requirements set forth in the general conditions of the programme. It is also the lead partners responsibility to support other partners' financial management capacity if necessary.

### **7.6. Monitoring and reporting on results**

Each partnership will prepare annual results progress reports, with narrative reporting on main activities and progress on outputs and towards outcomes based on the results framework defined in the partnership project. The lead partner will ensure the timely delivery and quality of the monitoring reports.

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<sup>16</sup> Several Danish universities either have this service in-house, or well-established external service partners with intimate knowledge of housing opportunities for students from abroad.

A common format for the annual report will be defined by DFC. The format will include lessons learned and suggestions for any relevant adjustments to the project.

At programme level, DFC will monitor progress against the outputs and outcomes identified in the partnership projects, which must be aligned with the overall outcomes of the programme. DFC will prepare annual programme results reports for the MFA, and after approval ensure that the report is shared with all partners in the programme. Based on partnership results, progress reports, and consultations with the partnerships, DFC will identify overall programme lessons, strategic issues, update the risk matrix, and suggest strategic level adjustments to the programme for presentation and discussion with MFA.

During the programme period, DFC will conduct monitoring of the partnerships, when relevant through participation in core workshops or seminars, and through visits to participating universities in Denmark and African countries. A stock-taking review of the programme will be scheduled for end 2026 to identify the immediate lessons and needs for adjustments to the programme. The stock-taking will be conducted jointly by DFC and MFA. LÆRING/MFA will conduct a midterm review of the programme in 2028.

In addition to these formal reporting requirements, DFC will develop a communication strategy for the programme that also includes that partnerships feed stories on a continuous basis, enabling DFC, MFA and others to broadcast results. See annex 6 for a preliminary framework for the communication strategy.

## **8. Financial Management, planning and reporting**

### **8.1. Disbursements**

Biannually, MFA will transfer funds for the programme to DFC, which will manage the budget according to “Administrative retningslinjer for forvaltning af tilskudsmidler fra Udenrigsministeriet – Danida Fellowship Centre”.

DFC will, on a biannual basis, disburse funds to the Danish lead universities in each partnership against the approved implementation plan in the grant agreement and approved financial reports when relevant. The lead partner is responsible for transferring funds to other partners in the partnerships based on the workplans and budgets.

### **8.2. Financial management**

Each university will apply its own financial management system and procurement rules to ensure alignment with its systems. However, the financial management and procurement guidelines of the individual university must as a minimum adhere to the MFA grant management standards and the General Conditions for the partnership grants.

DFC will assess all financial and audit reports and recommend measures for additional financial control or systems strengthening if so required.

### **8.3. Progress and financial reporting and auditing**

DFC will receive annual financial and audit reports from each partnership and consolidate these into an overall financial reporting on the programme, which will be a part of the DFC annual financial reporting,

approved by the Board of DFC, and forwarded to MFA. The annual audited DFC financial report must clearly show the earmarked amount received from MFA for the programme, the specific activity costs funded at the same level as the budget, and the total balance (accumulated income against accumulated costs).

DFC will furthermore submit an annual programme-level narrative progress report and aggregated results measurement to MFA based on annual progress and financial reports prepared by each of the university partnerships for DFC. The format for the DFC annual report will be submitted to MFA for approval. DFC is responsible for review, substantive comments, and approval of the progress reports from the partnerships, which will guide the universities in their implementation.

#### **8.4. Anti-corruption and Danish red lines**

Denmark's zero-tolerance stance on corruption will apply to the programme, which implies that all cases of suspected mismanagement, corruption or fraud will be followed up on. Partners are expected to report any suspicion of irregularity to DFC immediately.

The programme will also apply the principles of zero-tolerance towards Child labour; Sexual exploitation, abuse and harassment (SEAH); and terrorism. Specific articles on this are included in the legal agreement, where it is specified that violations hereof are grounds for immediate termination of the agreement.

### **9. Risk Management**

Annex 4 summarises the full risk matrix. The core risks and constraints facing the programme are discussed below.

#### **9.1. Contextual risk:**

1. *Both Denmark and African countries are likely to undergo significant change in how their higher education sectors are organised and working.* In Denmark, a new set of one-year master programmes will be implemented from 2028. Some study programmes are moved away from the bigger cities, and the list of available studies and courses in English is revised. In Africa, the higher education landscape is more varied across the many individual countries, and it is difficult to discern uniform trends of reform. To mitigate this reality, the programme will explicitly adopt an adaptive management approach, enabling it to modify approaches and results to the prevailing conditions<sup>17</sup>.
2. *Increased polarisation and political attention focusing on narrower self-interests.* The current geopolitical upheavals have in many countries already lead to shifts in political attention from “softer” diplomacy and development cooperation to a sometimes-narrower focus on security and defence issues. This may continue to have impact both in Europe and Africa, both in terms of trade impediments and severe military conflicts. In such conflict-ridden scenarios, the practical recognition of the value of peaceful dialogue in search of solutions to global challenges may diminish. The programme can mitigate the risk by communicating its results and actively make

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<sup>17</sup> Ministry of Foreign Affairs, 2020: [Guidance Note for Adaptive Management](#)

them available to public diplomacy and other diplomatic efforts of Denmark and African countries, as prime examples of peaceful and constructive collaboration.

3. *The partnership programme becomes a topic of attention in Danish domestic political discussions on immigration.* While immigration is rightly a difficult subject torn between many justified concerns, it can also become highly emotional and focused on individual cases. The programme can mitigate this risk by a proactive communication strategy showing the positive results for Denmark and African countries of the programme, while also helping students to navigate in the Danish society.

## **9.2. Programme risks:**

1. *Incentives may be insufficient:* Though Danish and African universities have nearly unanimously welcomed the programme, there is a risk that the incentives provided by the programme are not sufficient compared to the incentives to continue business as usual. Finding time, motivation and energy to engage in international partnerships with longer term benefits may be hard vis-à-vis tasks with more immediate and maybe even personal benefits, like e.g. research. To mitigate the risk, the programme has been designed with a focus on equity of partnerships, fair economic compensation, freedom to choose themes of joint interest, and flexibility to adapt programme results and outcomes to the specific priorities of partners.
2. *There are at present relatively few established partnerships between Danish and African universities,* including relatively few CBHE partnerships. Starting new partnerships takes time, and, once established, the partnerships need time to develop and consolidate. This may limit the number of applications for partnership grants. To accelerate the process, the programme includes seed funding enabling Danish and African prospective partners to jump-start their collaboration.
3. *The programme will only generate few scholarship applications,* due to Denmark having a limited track-record among African students as a welcoming destination for studies, and a perception among potential applicants that it will be difficult to maintain a decent living standard giving the high costs of living in Denmark. This risk will be mitigated through proactive communication by Danish embassies and by partner universities, and by ensuring that scholarship conditions are adequate to cover the cost of living in Denmark. Further, DFC and university partners will make concerted efforts to ease the induction of students to the Danish study environments and Danish society.
4. *The connection between the two outcome areas may be lost:* The programme emphasis on the connection between partnerships and scholarships may be lost operationally so that partnerships focus on academic issues and scholarships on individual merits and degrees, losing the network elements that the theory of change posits as the critical success factor for achieving the impact of effective intercultural understanding and collaboration. The mitigation is partly coming through the selection criteria for partnership grants, partly through a constant focus on the synergy between the two programme outcome areas by DFC and other actors involved in the governance of the programme.



### 9.3. Institutional and operational risk:

1. *The Danish visa and residence procedures are lengthy and not always easy to follow* for e.g. young African students with little experience in travelling abroad to other countries, and much less to other continents with a distinctly different administrative and legal culture. This will be alleviated by proactive engagement which has already been discussed between the relevant Danish authorities and the MFA, including early advice on expected inflows under the programme and other facilitating measures.
2. *The number of English-language study places is limited:* They are regulated in accordance with the 2013 Student Grant (SU) Agreement, which stipulates that expenditures on SU grants for EU/EEA citizens with migrant worker status must not significantly exceed a specified threshold. Although international students from third countries do not receive Danish student grants, universities often face challenges in accounting for this distinction when deciding how many students to admit for their English-language degree programmes. The universities are required to admit the most qualified applicants based on a set of academic criteria, without consideration of whether a student is self-funded or potentially eligible for SU grants. This can make it difficult for universities to forecast the number of students who can be enrolled. The mitigating measures include close dialogue with the UFM to clarify conditions.
3. According to Danish legislation, each university must *balance the number of incoming international exchange students and outgoing Danish exchange students* (the requirement only regards exchange students and not students on full-degree programmes. Students participating in summer schools organised on a revenue-generating basis are also exempted). The higher education institutions can choose to operate with a higher number of incoming international exchange students for strategic reasons. This imbalance will have to be covered via other funds at the universities. The requirement to balance incoming and outgoing exchange students likely means that Danish universities will be hesitant to – or will only to a limited extent – engage in exchange activities with African partners, as African universities are not (yet) attractive or well-established exchange destinations for most Danish students. The programme will mitigate this by initially focusing on full-degree programmes and e.g. summer schools, and let partnerships decide whether or not to engage in exchange activities.
4. Experience from the ongoing Master programme for partners in the Strategic Sector Cooperation programme shows that it can be difficult for African students to meet the admission requirements at full-degree programmes at Danish universities. They may not have had e.g. the laboratory training for (“wet”) courses that are required to pursue a Master’s degree, simply because their university have not had the equipment needed to run the courses. Or maybe they are ‘missing’ certain qualifying courses that are needed to apply for a Master programme. For “wet” courses, partnerships can include a limited component of lab equipment, which can enable African universities to implement lab courses required for later admission to Danish universities. For qualifying courses, partnerships can consider to include this under their partnership activities in order to prepare students for later admission to full-degree programmes in Denmark.

5. Currently, Master programmes in Denmark with a duration of one year are primarily offered as part-time continuing education and can only be applied for by people with at least two years of relevant working experience. This makes it irrelevant for graduate students coming straight from an African university but could be relevant for university staff wanting to embark upon further studies.
6. Danish institutions are permitted to award joint degrees in collaboration with foreign partner institutions, and jointly held courses (in Denmark and/or in Africa) can be approved and release formal study credits. However, there are at present few agreements on joint degrees or joint courses, and the processes for developing and entering such agreements are lengthy and cumbersome. To offset negative effects, the programme will offer considerable freedom to balance shorter courses and full master programmes according to their possibilities, while the partnerships in the longer term are expected to expand the menu of joint degrees and joint courses.
7. Difficulties related to the high and varied costs of living in different parts of Denmark and to the induction to Danish society may lead to negative experiences and discontinuation of study stays. The courses to which African students are admitted may also be strongly centred on European challenges and solutions, making the direct relevance to an African context limited. The programme will address these challenges by ensuring clear communication about terms, conditions and processes for application and admission, by articulating explicit requirements for Danish universities to offer relevant support and mentoring to successful applicants, and through an adequate level of economic support through scholarships and housing allowances to the students. Visiting scholars from partner universities may also inspire different perspectives and a wider range of examples and approaches used in the courses.

## **10. Closure**

The programme will close by the end of 2032. At this point in time, partnerships are expected to be consolidated institutionally and thematically, and to some extent continue largely with funding from the participating universities and funding from successful joint research applications.

Joint courses and joint credit recognitions (including several joint degrees) will form the framework for continued collaboration on development of new and adapted teaching related to the relevant themes.

Scholarships will require continued external funding. Assuming that Denmark and African countries continue to assign high priority to the objectives of this programme, it is expected that the first phase of the programme will be followed by new programme phases that will continue to strengthen successful partnerships and offer study opportunities for African students in Denmark that strengthen mutual understanding and joint efforts to tackle the significant global challenges of our times. Possibilities for continuing funding of the programme will be considered in due time before the programme ends.

The closure of the programme will include:

- (i) A learning event (seminar, symposium or workshop) organised by DFC with selected programme partners reflecting on lessons learned, if relevant including experience from other programmes such as the CBHE and NORHED, to be held during 2032.
- (ii) A final report from DFC, building on individual partnership final reports and including final results, to be delivered no later than the beginning of the third quarter of 2033.
- (iii) Closure of accounts: final audit, return of unspent funds and accrued interest and administrative closure by reversing remaining provisions by 1 September 2033.

## ANNEX 1: CONTEXT ANALYSIS<sup>1</sup>

### 1. Introduction:

International university partnerships and exchange programmes are indispensable tools for fostering global higher education collaboration. They play a vital role in promoting knowledge exchange, research collaboration, educational enrichment, and cultural understanding. However, these partnerships also face a range of challenges, including funding constraints, administrative barriers, cultural differences, and power imbalances.

This context analysis delves into the multifaceted role of these partnerships, the incentives that drive universities to engage in them, the institutional issues that can hinder their effectiveness, and the lessons learned from Danish and other partnership models. The Knowledge and Innovation Programme has been developed taking this context analysis into account.

### 2. Role of International University Partnerships and Exchange Programmes

International university partnerships and exchange programmes serve a wide array of functions. These roles can be broadly categorised into core functions and the specific focus of exchange programmes:

#### Core Functions:

- *Knowledge Exchange:* This involves the sharing of academic knowledge, research findings, and pedagogical practices across borders.
- *Research Collaboration:* International university partnerships provide a framework for enabling joint research projects that address global challenges.
- *Educational Enrichment:* International university partnerships play a key role in enriching the educational experiences of students and faculty.
- *Cultural Understanding and Global Citizenship:* Exposure to different cultures and perspectives helps students develop a sense of global citizenship and a commitment to addressing global challenges.
- *Capacity Building:* International university partnerships can play a crucial role in collaboration and exchange of experience and can include providing support and resources to help universities improve their academic programmes, research infrastructure, and administrative systems.

#### Specific Focus of Exchange Programmes:

- *Student Mobility:* Student mobility allows students to study abroad at a partner institution for a semester, a year or more, providing them with invaluable international experience.
- *Faculty Mobility:* Faculty mobility provides opportunities for professional development, allowing faculty to enhance their teaching skills, collaborate with international colleagues, and gain exposure to different research environments.
- *Staff Mobility:* International university exchange programmes may also include opportunities for staff mobility, which can help share best practices in areas such as student services, international

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<sup>1</sup> This context analysis has been prepared with the assistance of Gemini, an Artificial Intelligence tool offered by Google. The text has been modified and verified by the preparation team of the Knowledge and Innovation Programme, adding analytical elements prepared without AI support.

admissions, research administration, and financial management.

### **3. Incentives for International University Partnerships and Exchange Programmes:**

Universities engage in international partnerships and exchange programmes for a variety of reasons, driven by a range of incentives.

#### **For European Universities:**

- *Expanding Research Networks:* European universities are increasingly expanding their research networks beyond national borders. Collaborating with researchers from diverse backgrounds can stimulate creativity, lead to new discoveries, and enhance the quality and impact of research.
- *Enhancing Global Reputation:* In an increasingly competitive global higher education market, universities are striving to enhance their international reputation and visibility.
- *Developing Global Competencies:* International partnerships and exchange programmes provide students with opportunities to develop global competencies, such as intercultural communication skills, foreign language proficiency, and adaptability.
- *Addressing Global Challenges:* Universities play a crucial role in addressing global challenges. Many of these challenges transcend national borders and require international collaboration to find effective solutions.
- *Faculty Development:* Faculty development is essential for improving the quality of education and research at many European universities, incl. universities in Denmark and partnerships with African universities are expected to provide new perspectives.
- *Funding Opportunities:* A significant incentive for European universities to engage in international partnerships is the availability of funding earmarked specifically for international collaboration.

#### **For African Universities:**

- *Capacity Building:* Partnerships can help to strengthen academic programmes, improve research infrastructure, and enhance administrative systems.
- *Faculty Development:* Faculty development is essential for improving the quality of education and research at African universities and for retaining talented academics.
- *Improving Quality of Education:* African universities can enhance their curricula and adopt more effective teaching practices. Partnerships can also support the development of joint degree programmes.
- *Addressing Global Challenges:* Universities play a crucial role in addressing global challenges. Many of these challenges transcend national borders and require international collaboration to find effective solutions.
- *Increasing Global Connectivity:* Participation in international networks and collaborations increases global connectivity and visibility.

- *Student Opportunities:* International partnerships can provide African students with valuable opportunities to study at well-resourced universities in Europe.

#### **4. Institutional Issues and Challenges:**

International university partnerships and exchange programmes also present a range of institutional issues and challenges that can affect their development, implementation, and success.

- *Funding and Resource Allocation:* Securing sustainable funding is a major challenge for many international university partnerships. Funding may be required to support student and faculty mobility, joint research projects, administrative costs, and other partnership activities.
- *Administrative and Bureaucratic Barriers:* International partnerships often involve navigating different administrative procedures, legal frameworks, and bureaucratic processes in different countries, in areas such as financial management, and contractual agreements.
- *Cultural and Linguistic Differences:* Differences in language, cultural norms, and communication styles can create challenges in areas such as project management, decision-making, and conflict resolution.
- *Intellectual Property Rights:* International research collaborations often generate new knowledge and intellectual property (IP). Managing the use and commercialisation of this IP can be complex.
- *Sustainability and Long-Term Commitment:* Ensuring the sustainability of partnerships require ongoing commitment and effort from all partners, including financial resources, administrative support, and faculty engagement.
- *Quality Assurance and Evaluation:* Assessing the effectiveness and impact of international partnerships is essential for ensuring accountability and learning. However, measuring the outcomes of partnerships can be complex, as the benefits may not always be immediately apparent or easily quantifiable.
- *Brain Drain:* A key concern, particularly when exchange programmes are involved, is the potential for brain drain, even recognising that migration may have mutual benefits if diaspora members transfer resources and keep networks with actors from their country of origin.
- *Infrastructure Disparities:* Limited access to reliable internet connectivity, research equipment, and other infrastructure in some African universities can hinder their ability to participate fully in joint research projects and exchange programmes.
- *Visa and Mobility Restrictions:* Obtaining visas and navigating travel regulations can be a major obstacle for students and faculty participating in Africa-Europe exchange programmes

#### **5. Lessons Learned from Danish and Other Partnerships, with a Focus on Africa-Europe Collaborations:**

Drawing on the above, a number of valuable lessons for enhancing the effectiveness and impact of the partnerships can be listed:

- *Strategic Alignment:* Partnerships should be aligned with the strategic priorities of the participating institutions and with national development goals. This ensures that partnerships contribute to the core mission of the universities and address the needs of society.
- *Mutual Benefit and Reciprocity:* Successful partnerships are based on the principle of mutual benefit and reciprocity. Ensuring equity and fairness is essential for building trust and maintaining long-term collaboration.
- *Trust and Communication:* Building trust and maintaining open communication channels are essential. This involves establishing strong personal relationships between partners, fostering transparency, and ensuring that all partners have a voice in decision-making.
- *Flexibility and Adaptability:* The higher education landscape is constantly evolving, and international partnerships need to be flexible and adaptable to changing contexts and needs. Partners should be willing to embrace new ideas and adapt their strategies as needed.
- *Institutional Support:* Providing resources and administrative support is crucial for facilitating and sustaining international partnerships. This includes dedicated staff to manage partnerships, funding for travel and other activities, and support for faculty and students involved in collaborations.
- *Focus on Impact:* Partnerships should prioritise outcomes that have a positive impact on society. This could be addressing pressing global challenges, supplying graduates with the skills needed to contribute, or strengthening the capacity of institutions in developing countries.
- *Cultural Competence:* Developing cultural competence among faculty, staff, and students involved in partnerships is essential for promoting effective collaboration.
- *Address Power Imbalances:* Partnerships should avoid perpetuating patterns of tacit or explicit dominance. This requires a commitment to listening, learning, and sharing power and resources, and acknowledgement that this is a difficult process for many involved, despite good intentions.
- *Promote South-South Collaboration:* In addition to North-South partnerships, it is also important to encourage and support South-South collaborations between African universities.
- *Ensure Curriculum Relevance:* Exchange programmes and collaborative initiatives should be designed to ensure that they are relevant to the specific needs and challenges of African contexts.
- *Facilitate Two-Way Knowledge Exchange:* Partnerships should support the exchange of knowledge valuing the knowledge and expertise that exists within both African and European universities and communities.
- *Long-Term Investment:* Building strong and sustainable partnerships between African and European universities requires a long-term perspective and sustained investment.

## **6. Danish Support for Development Research and Higher Education Exchanges**

Support for development research has been an important component of Danish development cooperation for more than 40 years. During the past decade, support to development researchers has narrowed its focus on three main modalities:

1) support to competitively selected development research collaboration projects ('FFU projects'), 2) a south-driven institutional research capacity strengthening programme (Building Stronger Universities (BSU programme) and 3) core support to an international research partnership (CGIAR).

### **6.1. The collaborative research project (FFU) modality**

The modality aims at producing new knowledge, strengthening capacity and contributing to sustainable development through equal partnerships between researchers in Denmark and in the Global South. The research projects are chosen through an annual competitive call for proposals. A Consultative Research Committee for Development Research assess the quality of the received proposals.

122 projects have been supported during the last 5 years<sup>2</sup>. There are currently 99 ongoing projects in Africa.

### **6.2. Building Stronger Universities**

The Building Stronger Universities (BSU) programme was launched in 2011 to foster long-term relationships between universities in Denmark and the Global South, and partnerships have been at the heart of the programme ever since. The programme aims at achieving that more and better quality research is increasingly used to inform policies, decision-making and practice in the public and private sector and in communities to promote sustainable development in selected thematic areas.

There are three outcome areas: i) The BSU South universities have stronger and more sustainable organisation and systems for research training and research processes; ii) they have stronger and systematic research outreach practices and networks; and iii) they have more effective administrative frameworks, grant management, and e-learning support activities.

Key results from the programme include:

- Joint North-South supervision, training, and strengthened research capacity in the participating global South universities.
- The strong research foundation is important. Staff trained at postgraduate level become faculty members and hold positions such as professorships, heads of faculty and so forth.
- The development of a number of new educations and curricula.
- Funding for collaboration on administrative procedures and systems has been instrumental in building the structures and systems that are needed for quality teaching and research.

An important lesson from the BSU programme is that partnerships are not always easy and it takes a continuous effort to overcome the many challenges that arise along the way. Equity and a long-term perspective are essential.

### **6.3 Master programme**

A pilot master programme was launched in 2023. The programme aims to support young Africans linked to Denmark's partner institutions under the Strategic Sector Cooperation with scholarships for

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<sup>2</sup> Counting from March 2020



two-year master programmes at Danish universities. Scholarships are awarded for master programmes within the green area such as renewable energy, climate change and sustainable urban development.

Since the programme was launched, a total of 28 students have started their master studies in Denmark.

Denmark has also supported master education in the past, and based on wishes from current and former master students as well as recommendations made by previous master scholarship programmes administered by DFC, DFC supports the cultivation of a network of mutual support and knowledge-exchange among master students in Denmark.

Gaining admission to a Danish university is highly competitive. In 2024, 87 young candidates from across Africa received an advance pledge of a scholarship and a commitment from DFC to fund master studies in Denmark. Only a third - 28 (12 women and 16 men) - were admitted. Lack of academic qualification (admissible Bachelor's degree, necessary course work etc.) was the most common reason for rejection.

Students also find it difficult to translate or convert foreign education programmes into a Danish equivalent, or the European standard of ECTS.

Another concern has been that the curriculum in many programmes in Denmark are centred on European realities and lessons learned from that context may be difficult to implement in the African context.

The process of applying to university, and if admitted, applying for residence permit, can be difficult for some applicants, as they must cover some costs upfront and are only reimbursed at a later stage.

## 7. The Erasmus+ Programme

Erasmus+ is the European Union's flagship programme for supporting education, training, youth, and sport. It has a significant dimension beyond the EU, including collaborations with countries in Africa.

In the context of Africa, Erasmus+ supports various activities, including:

- **International Credit Mobility (ICM):** Enables students and staff from African universities to spend time at European universities, and vice versa, for study or teaching purposes. The programme offers scholarships, albeit at a level that is not sufficient to cover living costs in e.g. Denmark.
- **Capacity Building in Higher Education (CBHE):** Supports projects that aim to modernise and internationalise higher education institutions in Africa, in areas such as curriculum development, governance, quality assurance, and the development of new teaching methodologies.
- **Erasmus Mundus Joint Master Programmes:** Funds integrated international study programmes delivered by consortia of higher education institutions from Europe and beyond, including potential participation of African institutions.

In 2022-2023, nearly 21,000 students exchanged study periods between European and African Higher Education Institutions. Despite this positive result, Erasmus+ funding for Africa is limited compared to the demand.

There are concerns that the programme could contribute to a brain drain from Africa, with highly skilled graduates remaining in Europe after their studies. However, studies on mobility programmes show that the majority of students do return home after their studies.

The Erasmus+ programme faces the same challenges as other exchange programmes. Participating in Erasmus+ can involve complex administrative and logistical procedures for both African students and universities. This can include challenges related to visa applications, credit transfer, and language requirements.

## **8. Lessons from Norwegian-financed academic and exchange programmes**

There are important lessons and experience from Norwegian programmes, which may serve as inspiration for Danish universities as they develop partnerships.

Across the Norwegian programmes, key lessons are:

- The benefits of institutional partnerships, both when it comes to capacity development in higher education in the global south as well as facilitation of mobility for African/global south students;
- Importance of supporting and preparing students as they embark on studying in Norway, and
- Importance of keeping students engaged in the future through e.g. student/alumni networks

**The Norwegian Programme for Capacity Development in Higher Education and Research for Development ([NORHED](#))** is Norway's programme on higher education and research. NORHED aims to strengthen the institutional capacity and performance of higher education institutions in developing countries to deliver quality and inclusive education and research. NORHED partnerships are developed based on shared interest and strategic priorities among partner institutions and have a minimum of two South partners. More than 60 universities in the global South are included, and South-South components are strongly encouraged. NORHED only supports shorter study stays of maximum six months for Master students, PhDs, Doctoral students, etc.

NORHED is complimented by other higher education programmes such as [NORPART](#) - **Norwegian Partnership Programme for Global Academic Cooperation** that supports long-term academic collaboration and mutual student mobility between higher education institutions in Norway and selected partner countries in the Global South. NORPART is administered by The Directorate for Higher Education and Skills (HK-dir). NORPART focuses both at strengthening academic partnerships in education and research, and mutual student mobility, where institutional partnerships serve as the framework for student mobility and quality enhancement in higher education. Like NORHED, NORPART also encourages South-South collaboration, both in partnerships and mobility.

**A new scholarship scheme [NORSTIP](#)**, financed through the development aid budget, will replace NORPART and target students from countries outside the EEA and Switzerland. When the scheme is fully operational, there will be approximately 200 NORSTIP students at Norwegian higher education institutions at any given time.

As with NORHED and NORPART, NORSTIP students can only be recruited through partnerships between institutions in Norway and the Global South. Students are incentivised to maintain close

relations to their send-off institution and encouraged to do e.g. master thesis or other field work 'at home' as well as to continue their studies and research once they return to their home country.

## ANNEX 2: PARTNER ASSESSMENT – Danida Fellowship Centre

This annex focuses exclusively on describing and assessing the capacities of Danida Fellowship Centre (DFC), which will manage the Knowledge and Innovation Programme (KIP).

Universities in Denmark and Africa will be the primary partners. They vary widely in capacities, both in Denmark and in and between African countries. Assessing capacities of individual universities which are, at this stage, potential candidates for participation in the programme, has therefore not been attempted.

Instead, incentives and disincentives of Danish and African universities in relation to partnerships and exchange programmes have been analysed in the broader context of the benefits and challenges in international partnerships in higher education in Annex 1, which also includes information about DFC's programmes, Erasmus+ and Norwegian programmes which have informed the formulation of the KIP.

### About DFC

The Danida Fellowship Centre (DFC) is a public, self-governing institution established in 1990 under the Ministry of Foreign Affairs of Denmark (MFA). It supports sustainable development and equal opportunities in developing and growth countries prioritised by MFA. DFC achieves this through various means:

- **Training and Learning Programmes:** DFC offers learning opportunities to partners in MFA-financed projects and programmes. These programmes are developed through dialogue, collaboration, and flexibility, with a strong focus on work-related relevance. The aim is to increase professional knowledge and skills, and inspire new ways of thinking.
- **Collaborative Research Projects:** DFC administers development research grants (FFU) provided by MFA. This includes managing ongoing research grants and annual calls for applications for new research projects. Key themes for research include climate change, energy, environment and natural resources, food quality, and health systems.
- **Networking and Knowledge Sharing:** DFC coordinates the Danida Fellows Network, a global network of qualified individuals from various sectors with a connection to Denmark. The network supports members in sharing knowledge, building partnerships, and addressing global challenges.
- **Knowledge in Action:** DFC's 2021-2025 strategy, "Knowledge in Action," focuses on transforming skills and capacities into action. The strategy emphasises knowledge uptake and impact, employing engagement and communication skills to drive knowledge into practical application. The three overarching objectives are:
  - Preparing individuals to act as change agents.
  - Supporting organisations in developing the capacity of their staff.
  - Fostering collaboration and the identification of sustainable solutions.

DFC has approximately 40 full-time staff equivalents in 2024 and an administrative budget of around DKK 6 million.

## **Assessment of Danida Fellowship Centre**

An external review of DFC was conducted in 2022. The review findings are summarised in this section.

### **Overall Assessment:**

- DFC has successfully managed a large portfolio of learning programmes, research projects, and institutional capacity development, with significant quantitative results.
- However, there is a lack of sufficient documentation on the qualitative effects of these activities.
- The organisation is praised for its efficient administration and logistics, but its resources are also noted as substantial.
- The review highlights the need for a clearer vision, strategic management, and improved results documentation.

### **Key Issues and Recommendations:**

- **Strategic Vision:**
  - DFC and the Ministry of Foreign Affairs (MFA) should jointly develop a new vision for DFC, and update their agreement accordingly.
  - A clear results framework with accountability mechanisms is needed.
- **Organisational Capacity:**
  - DFC should conduct a capacity assessment and develop an organisational capacity development plan.
  - Roles and responsibilities between DFC and MFA need to be clearly defined.
  - The board's composition and role should be reviewed.
- **Programmatic Improvements:**
  - Learning programmes should explore cost-sharing opportunities, and more actively engage with other MFA programmes.
  - Mainstreaming poverty and human rights considerations is crucial.
  - A thorough due diligence of the Training Centre for Development Cooperation (TCDC) in Tanzania is required.
  - A new strategic framework for Danida development research cooperation is needed, with a focus on research uptake.
  - Systematic integration of Human-Rights Based Approach, Leaving No One Behind and gender considerations into research is needed.
- **Financial Management:**

- Financial statements need to be reworked for clarity and consistency.
- A financial controller/analyst should be recruited to strengthen financial management and monitoring.
- PSEAH (Prevention of Sexual Exploitation, Abuse, and Harassment), anti-corruption, and anti-child labour procedures should be developed.
- A systematic risk management and financial monitoring system is essential.
- Clarification of responsibilities regarding the maintenance of DFC buildings.
- The research appropriation process should be reviewed to increase efficiency.

**In essence, the review calls for DFC to:**

- Strengthen its strategic direction.
- Improve its results documentation and impact assessment.
- Enhance its financial management and risk mitigation.
- Increase its collaboration and alignment with MFA priorities.

Following the review, DFC has worked on the recommendations and notably strengthened its financial management capacity and attention to risk management. A new strategy will be prepared during 2025. The quest for results documentation and impact assessment has been raised earlier, but is also difficult because DFC is often the purveyor of relatively small contributions to programmes or projects designed, funded and supervised by the MFA. While DFC can be held accountable for the quality and immediate effects of its own services, it is sometimes only a minor contributor to the longer-term impact of the programmes to which it contributes. This said, DFC's [annual report for 2023](#) is at least as thorough and informative as result reports from comparable organisations working with softer learning and behaviour change targets.

**Specific capacities to manage the Knowledge and Innovation Programme**

DFC's capacity to manage the KIP is particularly underpinned by its successful management of three programmes:

- The collaborative research programme (FFU)
- The Building Stronger Universities programme (BSU)
- The Strategic Sector Cooperation Pilot Master programme

The features of these three programmes demands capacities to manage:

- Call based application processes, including the preparation of calls, initial screening of applications, and working with a screening board with high subject expertise.
- Funding and financial oversight over partnership projects with grants being spent by both Danish and African partners, including preparation and supervision of the use of guidelines for

financial management, eligible cost items, overheads etc., as well as the exercise of often second line financial controlling and conduction of financial reviews.

- Support to and management of services to African students from their first application for participation in a study programme to their arrival in Denmark, including advice and assistance regarding application formats and processes, visa, travel, arrival, provision of payment means, housing and induction to living in Denmark.
- Liaison, collaboration and problem-solving with Danish universities and higher education institutions hosting students arriving on MFA-funded programmes, including defining requisite administrative procedures for the division of labour between DFC and HEIs.

The experience and capacity of DFC in these fields is unique in Denmark. There is no other institution with a similar pool of experience to draw on, and currently engaged in performing the tasks above. It does of course not imply that DFC may not have weaknesses – but there is, in the context of the KIP, no alternative set-up that would provide the same level of performance backed by experienced staff and a solid track record.

### **DFC's tasks in relation to the management of the KIP**

DFC has prepared a comprehensive list of tasks in managing the Knowledge and Innovation Programme. Summarised, it includes:

Strategic collaboration with the MFA

- Develop common visions, strategies, and guiding principles for the programme, arrange coordination meetings and meetings for the Selection Committee.

Management of the annual application rounds for support to the programme

- Prepare and announce open application rounds, organise information meetings and application modules, conduct administrative reviews and screen budgets, obtain statements from embassies and present assessments to the Selection Committee, collect and present the Selection Committee's decisions. Response to applicants and information about grants, handle complaints and review project budgets, publish a list of approved applications and inform relevant Danish embassies. Hold introductions to General Conditions and good management practices for new projects.

Ongoing case processing of ongoing partnership projects

- Update General Conditions annually, ensure timely submission of annual reports and evaluate project progress; monitor project implementation through visits and financial supervision; handle requests for changes in projects and inform MFA about project closures.

Result measurement and annual reporting to MFA

- Develop frameworks for result measurement and collect programme results; present annual reports to MFA, and obtain satisfaction surveys from applicants and project managers, and submit KIP case studies annually to MFA starting from 2026.

#### Supporting activities

- Provide (Danish university) partners with relevant information that enable them to provide the needed service and support for African students at institutional level.
- Organise knowledge sharing and networking events for programme participants, and invite them to join the DFC Alumni network

#### Communication

- Keep DFC's website updated with relevant information; communicate project results and contribute to articles for various media.
- Ensure that partnerships have programme communication strategies in place, and ensure their regular delivery of communication products to DFC

The list of tasks will be revised to reflect the final emphasis of the programme and discussions among DFC, the MFA, and university partners. DFC staff is familiar with all tasks, and DFC has the needed capacity to undertake them.



### ANNEX 3: THEORY OF CHANGE AND RESULTS FRAMEWORK

Denmark and African countries have cooperated since the 1960s. Over the years, and across countries, the scope and duration of the cooperation has varied, and in many aspects, this has demonstrated the sometimes intangible value of long-term collaboration and partnerships compared to shorter engagements. The value of partnerships goes beyond the immediate and often more measurable outcomes of the collaboration. The broad range of Danish and African actors exposed to each other's perspectives and experience – in education, research, business, government, and civil society across Danish partner countries – has created a backdrop of intercultural understanding that still, many years after, enables better dialogue and less polarisation, including on thornier issues. Long-term cooperation facilitates the achievement of effective joint responses and meaningful results, which relies on trust and comprehension between partners, something that is unlikely to grow out of shorter engagements.

The Theory of Change behind the Knowledge and Innovation Programme departs from this recognition of the value of intercultural understanding, and the need to for intercultural and multidimensional collaboration to find solutions to shared global challenges. It aims to foster this through collaboration and networks in the realm of higher education. This realm is particularly important compared to other areas for two main reasons:

- **Higher education is science- and evidence-based**, offering a shared foundation of values and principles about basic methods, approaches and behaviour. It is also inherently a long-term endeavour, both in relation to education and research.
- **Graduates from universities increasingly form part of the decision makers and leaders in societies**, with considerable direct or indirect influence on policies, business, governance and socio-economic development. This includes tackling shared global challenges (health, climate, peace and stability, migration, biodiversity etc.).

Experience, both from Denmark's relation to African countries and from other collaborative experience in higher education and research, indicates some important preconditions for collaboration and study stays for African students in order for this to result in lasting and productive networks, which again can play a role in fostering better mutual understanding, dialogue and collaboration. The preconditions are described in the lessons learned section (section 2.5 above) and can be summarised as follows:

- **Focus on equitable and jointly owned partnerships and networks:** All partners must sense and practice ownership. Partnerships driven unilaterally or with benefits mostly for some partners are unlikely to flourish and last beyond the availability of external funding. While mutual understanding and longer-term bonds may also result from e.g. individual African students graduating in Denmark or vice versa, the positive effects of such bonds are likely to be greatly enhanced by deliberate and targeted efforts to link study stays to networks (e.g. research, innovation, and business or alumni networks).
- **Intrinsic, issue-based motivation to participate:** Successful networks in higher education and research are driven by participants' shared interest in topics, and their recognition that the other partners can add value to the network. To make partnerships thrive and be driven by participants'

interests, there will be no thematic delimitation beyond the broad focus on shared global challenges.

- **Welcoming work-/study- and living-conditions during exchanges/stays abroad** are crucial for creating good experiences for African students and partners visiting Denmark and may incentivise them to stay in (e.g. alumni) networks and seek further interaction. Careful attention needs to be paid to align scholarships to the real cost of living in Denmark, to ensure accurate and accessible information of visa requirements and conditions for study stays in Denmark

To draw on this experience, the programme has been designed as an adaptive framework programme, where university partnerships between Danish and African partners can apply for grants and scholarships based on their mutual interests, linked to their experience from participating in similar schemes, and aligning as closely as possible with their existing procedural framework for cooperation and inclusion of students from other countries.

### Box 3: Theory of Change – in short

In short, the Theory of Change hypothesises that:

*If* the programme offers an adaptive framework, where partnerships between Danish and African universities can apply for grants and scholarships based on mutual interests and aligned to their experience and procedures...

*Then* the programme can foster the creation of equitable, durable and jointly owned partnerships among university partners driven by shared topical interest, and provide welcoming work-/study- and living-conditions during exchanges/stays in Denmark for African students...

*Then* many graduates, who have been part of the programme, will get jobs in research, business, government or civil society relevant to addressing shared global challenges, and they will be likely to maintain their participation in networks, including Danish and African actors, based on shared values not least linked to a science-informed outlook, and...

*Then* sustained intercultural understanding is likely to enable better dialogue, less polarisation and more fruitful and effective collaboration in addressing shared global challenges.

The programme articulates this Theory of Change, which is deliberately broad with no single mechanism leading to the objectives. The programme will work through two closely connected pathways: Outcome 1, which supports the creation of partnerships between Danish and African universities, and Outcome 2, which supports a diverse package of study opportunities in Denmark for African students (study stays for Danish students in Africa are not eligible for funding under this programme, but other funding sources are available to Danish students). The results under the two outcome areas are significant in their own right – and together they prepare the ground for achieving the longer-term impact linked to the overall programme objective.

The Theory of Change addresses several of the constraints discussed in section 2.5 through the emphasis on equity, ownership, intrinsic motivation, and welcoming conditions for study stays in Denmark.

## Results Framework

At programme level, the results will be monitored based on the overall results framework below. Indicators and targets at the level of outputs will be developed based on the approved grants following from the calls under the programme.

<b>Programme</b>	<b>Knowledge and Innovation Programme</b>
Overall Programme Objective	Greater mutual understanding and better dialogue between African and Danish decisions-makers at varying levels and across different strands of society about joint responses to global development challenges
Impact Indicator	Three years after the completion of the programme, there have been at least 40 specific incidents where Danish and/or African actors associated with the programme have facilitated or participated in effective dialogue about topics significant for addressing shared global challenges.
Baseline	n.a.

Specific Programme Objective	Collaborative learning and innovation for African and Danish universities in joint networks and skills development for African and Danish students addressing shared global challenges.
Intermediate Outcome Indicator	Three years after the completion of the programme (i.e. in 2035), at least 8 partnerships are conducting joint learning, research, innovation or outreach activities. In 2035, at least 60% of African graduates who have studied full- or part-time in Denmark as part of the programme are employed using their qualifications either as researchers, or in private or public sector jobs related to shared global challenges. In 2035, through inspiration from their studies in Denmark at least 50% of participating African graduates are members of (alumni) networks that collaborate on finding solutions to shared challenges.
Baseline	n.a.

Outcome 1:	Long-term collaborative partnerships between Danish and African universities focusing on knowledge development and innovation relevant to shared global challenges.
Outcome indicator 1:	By 2032, the respective partners can clearly describe the specific goals, values, principles, mechanisms and modus operandi of their joint partnership endeavour, as well as the results (planned and unplanned) they have achieved, and the strength, weaknesses, opportunities and threats they are facing.
Outputs for Outcome 1	Each partnership will define their own targets and outputs within an overall results framework. The types of outputs expected include: <ul style="list-style-type: none"> <li>• Teaching programmes development, management, and support</li> <li>• Improved teaching methods applied, including blended learning approaches</li> <li>• On-line courses for induction of African students to study and stay in Denmark are available</li> <li>• Joint skills development under implementation</li> </ul>

	<ul style="list-style-type: none"> <li>• Joint course development in prioritised topical areas</li> <li>• Knowledge and innovation platforms/hubs in progress</li> <li>• Improved administrative support systems for education management</li> <li>• Increased number of mobility agreements</li> <li>• Joint innovation and research preparation</li> <li>• Joint agendas and initiatives for collaboration on knowledge development and innovation under implementation</li> <li>• Jointly prepared applications for significant international research funds/programmes</li> <li>• Outreach capacity for dissemination and application of research-based knowledge</li> <li>• Policies, strategies and capacities to disseminate knowledge and turn knowledge into policy and practice</li> </ul>
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Outcome 2:	Young African students, having been part of the scholarship programme and having shared experience and perspectives with Danish students, have gained improved skills and competences relevant to address shared global challenges.
Outcome indicator 2:	By 2032, at least 80% of young Africans, participating in Master education supported by the programme, have graduated.
Outputs for Outcome 2	<p>Each partnership will define their own targets and outputs within an overall results framework. The types of outputs expected include:</p> <ul style="list-style-type: none"> <li>• The number of African students attending full-degree studies in Denmark increases by a factor 8 from 2025 to 2032.</li> <li>• Steady increase in applicants for scholarships from eligible African countries</li> <li>• Short-term study programmes/courses/summer schools offered with relevance for an African context</li> <li>• The number of African students on exchange in Denmark through the Erasmus+ programme increases by a factor 8 from 2025 to 2032.</li> <li>• Master thesis supervision done in collaboration between Danish and African universities</li> <li>• Steady increase of Joint Master studies combining studies in Denmark and studies in an African university</li> </ul>

## ANNEX 4: RISK MANAGEMENT

### Contextual risks

<b>Risk Factor</b>	<b>Likelihood</b>	<b>Impact</b>	<b>Risk response</b>	<b>Residual risk</b>
Both Denmark and African countries are likely to undergo significant change in how their higher education sectors are organised and working.	Likely	Significant	The programme will explicitly adopt an adaptive management approach, enabling it to modify approaches and results to the prevailing conditions.	
Increased geopolitical polarisation and political attention focusing on narrower self-interests.	Likely	Major	The programme can mitigate the risk by communicating its results and actively make them available to public diplomacy and other diplomatic efforts of Denmark and African countries, as prime examples of peaceful and constructive collaboration	
The partnership programme becomes a topic of attention in Danish domestic political discussions on immigration.	Likely	Major	The programme can mitigate this risk by a proactive communication strategy showing the positive results for Denmark and African countries of the programme, while also helping students to navigate in the Danish society.	

### Programmatic risks

<b>Risk Factor</b>	<b>Likelihood</b>	<b>Impact</b>	<b>Risk response</b>	<b>Residual risk</b>
The incentives provided by the programme are not sufficient compared to the incentives to continue business as usual. Finding time, motivation and energy to engage in international partnerships with longer term benefits may be hard	Unlikely	Major	The programme has been designed with a focus on equity of partnerships, fair economic compensation, freedom to choose themes of joint interest, and flexibility to adapt programme results and outcomes to the specific priorities of partners.	Major
There are at present relatively few established	Likely	Major	To accelerate the process, the programme includes seed	Major

partnerships between Danish and African universities, including relatively few CBHE partnerships. Starting new partnerships takes time, and, once established, the partnerships need time to develop and consolidate. This may limit the number of applications for partnership grants.			funding enabling Danish and African prospective partners to jump-start their collaboration.	
The programme will only generate few scholarship applications, due to Denmark having a limited track-record among African students as a welcoming destination for studies, and a perception among potential applicants that it will be difficult to maintain a decent living standard giving the high costs of living in Denmark.	Unlikely	Major	This risk will be mitigated through proactive communication by Danish embassies and by partner universities, and by ensuring that scholarship conditions are adequate to cover the cost of living in Denmark. Further, DFC and university partners will make concerted efforts to ease the induction of students to the Danish study environments and Danish society.	Minor
The programme emphasis on the connection between partnerships and scholarships may be lost operationally so that partnerships focus on academic issues and scholarships on individual merits and degrees, losing the network elements that the theory of change posits as the critical success factor for achieving the impact of effective intercultural understanding and collaboration.	Unlikely	Major	The mitigation is partly coming through the selection criteria for partnership grants, partly through a constant focus on the synergy between the two programme outcome areas by DFC and other actors involved in the governance of the programme	Minor

#### Institutional risks

<b>Risk Factor</b>	<b>Likelihood</b>	<b>Impact</b>	<b>Risk response</b>	<b>Residual risk</b>
The Danish visa and residence procedures are lengthy and not always easy to follow for e.g. young African students with little experience in travelling abroad to other countries, and much less to other continents with a distinctly different administrative and legal culture.	Likely	Minor	This will be alleviated by proactive engagement which has already been discussed between the relevant Danish authorities and the MFA, including early advise on expected inflows under the programme and other facilitating measures.	Minor
The number of English-language study places is limited and universities often face challenges in accounting for this distinction when deciding how many students to admit for their English-language degree programmes. The universities are required to admit the most qualified applicants based on a set of academic criteria. This can make it difficult for universities to forecast the number of students who can be enrolled.	Likely	Minor	The mitigating measures include close dialogue with the UFM to clarify conditions.	Minor
According to Danish legislation, each university must balance the number of incoming international <i>exchange</i>	Likely	Minor	The programme will mitigate this by initially focusing on full-degree programmes and e.g. summer-schools, and let partnerships decide whether	Minor

students and outgoing Danish <i>exchange</i> students. The requirement to balance incoming and outgoing exchange students likely means that Danish universities will be hesitant to – or will only to a limited extent - engage in exchange activities with African partners, as African universities are not (yet) attractive or well-established exchange destinations for most Danish students.			or not to engage in exchange activities.	
It can be difficult for African students to meet the admission requirements at full-degree programmes at Danish universities. They may not have had e.g. the laboratory training for (“wet”) courses that are required to pursue a Master’s degree, simply because their university have not had the equipment needed to run the courses. Or maybe they are ‘missing’ certain qualifying courses that are needed to apply for a Master programme.	Likely	Minor	For “wet” courses, partnerships can include a limited component of lab equipment, which can enable African universities to implement lab courses required for later admission to Danish universities. For qualifying courses, partnerships can consider to include this under their partnership activities in order to prepare students for later admission to full-degree programmes in Denmark.	Minor
Currently, Master programmes in Denmark with a	Likely	Minor	Master programmes with a duration of one year could be relevant for university staff	Minor



duration of one year are primarily offered as part-time continuing education and can only be applied for by people with at least two years of relevant working experience. This makes it irrelevant for graduate students coming straight from an African university.			wanting to embark upon further studies	
Danish institutions are permitted to award joint degrees in collaboration with foreign partner institutions, and jointly held courses (in Denmark and/or in Africa) can be approved and release formal study credits. However, there are at present few agreements on joint degrees or joint courses, and the processes for developing and entering such agreements are lengthy and cumbersome.	Likely	Minor	To offset negative effects, the programme will offer considerable freedom to balance shorter courses and full master programmes according to their possibilities, while the partnerships in the longer term are expected to expand the menu of joint degrees and joint courses.	Minor
Difficulties related to the high and varied costs of living in different parts of Denmark and to the induction to Danish society may lead to negative experiences and discontinuation of study stays. The courses to which African students are admitted may also be	Likely	Minor	The programme will address these challenges by ensuring clear communication about terms, conditions and processes for application and admission, by articulating explicit requirements for Danish universities to offer relevant support and mentoring to successful applicants, and through an	Minor

strongly centred on European challenges and solutions, making the direct relevance to an African context limited.			adequate level of economic support through scholarships and housing allowances to the students. Visiting scholars from partner universities may also inspire different perspectives and a wider range of examples and approaches used in the courses.	
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## ANNEX 5: BUDGET DETAILS

The budget has been developed based on consultations with staff from the finance and administration departments at seven of the eight Danish universities<sup>1</sup>. The universities have provided information on unit costs for e.g. tuition fees, administration, application fees, costs of living, and housing. The budget is built on these costs.

Since the KIP activities will be based on a call-for-applications process, and neither partners nor specific activities have been defined yet, the budget is indicative. Activities under Outcome 2 is particularly difficult to predict due to the risks and constraints presented in the programme document and annex 3 that may impact the implementation of activities to varying degrees.

Tuition fees vary both between types of study and universities, and living costs depend on the university's location, leading to differences in unit costs. Once the first projects have been selected, a clearer picture of activities under each outcome will emerge, allowing for a more precise budget to be established.

### Overview of unit costs

Guidelines and general conditions for the programme will be developed before the first call for proposals in June 2025. The below gives an overview of the different cost types included in the budget and what they entail.

#### Overhead and administrative costs

Both African and Danish universities may include an overhead of up to 20% under Outcome 1. Universities can apply for funding to cover additional administrative costs under Outcome 2.

Universities have different models and rates for administration. The administration fee must be proportionate to the level of activities under Outcome 2. The principles for balancing this will be specified in the general conditions for the call.

#### Study subsidies and tuition fees

Danish universities receive state subsidies for 'ordinary' students based on three different rates established in the annual Finance Act. When universities decide the tuition fee level, they factor in overheads and multiply the state subsidy rates with between 1.5-1.8.

- Low subsidy rate: DKK 36,600 (tuition fees range incl. overhead from DKK 48,000-66,000)
- Medium subsidy rate: DKK 52,200 (tuition fees range incl. overhead from DKK 66,000-80,000)
- High subsidy rate: DKK 76,300 (tuition fees range incl. overhead from DKK 99,000-120,000)

In this programme, the maximum overhead factor on the subsidy rates will be 1.7.

**Tax:** 25% of full-degree students have to pay tax from their second year. This is included in the calculations.

**The Erasmus+ top-up grant** is calculated based on the Danish universities average housing and living costs rates, subtracted the monthly EUR 900 Erasmus+ scholarship they receive. A travel grant is

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<sup>1</sup> The IT University has expressed that they will not participate in the programme.

included in the Erasmus+ package, and travel is therefore not included in the top-up grant. The final grant size will be adjusted according to geographical location of the Danish higher education institution (HEI), as the price-range for housing varies significantly across Denmark. The grant includes an organisational fee for the Danish HEI equivalent to what they receive from the European Commission, recognising that African students may require more support than other Erasmus+ students. For practical purposes, the total Erasmus+ top-up grant for five months, incl. organisational support, will be **DKK 55,000**.

Calculation of total five-month top-up stipend	DKK
Housing	32,914
Living costs	48,000
Insurance	1,250
Visa	4,035
Total top-up costs	86,199
Total five-month Erasmus+ top-up grant (total top-up minus Erasmus+ grant (5x900EUR))	52,699
Total transfer to DK HEI, incl. organisational support (EUR 500)	<b>56,399</b>
<b>Monthly student top-up</b>	<b>10,539.8</b>

**The summer school grant** is based on DFC's average costs for three-week courses in Denmark under the Stipend programme – DKK 1,300,000 for 30 participants / **DKK 52,000 per participant**, which includes study fee, travel, visa, housing, insurance and per diems.

**The various scholarships costs** are calculated based on unit prices from the Danish universities. Whereas the overall budget builds on university specific unit prices, the below indicates the average prices on the key unit costs.

Full Master average costs for 2 years		One semester average costs		Two semester average costs	
Cost	In DKK	Cost	In DKK	Cost	In DKK
Tuition Fees	185,740	Tuition Fees	46,341	Tuition Fees	92,682
Administration	10,371	Administration	8,057	Administration	8,829
Housing	131,657	Housing	32,914	Housing	65,829
Insurance	5,000	Insurance	1,250	Insurance	2,500
Visa	4,035	Visa	4,035	Visa	4,035
Travel costs	15,000	Travel costs	15,000	Travel costs	15,000
Application Fee	893	Application Fee	893	Application Fee	893
Start Package	10,000	Start Package	10,000	Start Package	10,000
Living Costs	192,000	Living Costs	48,000	Living Costs	96,000
Language test	2,100	Language test	2,100	Language test	2,100
<b>Total</b>	<b>539,043</b>	<b>Total</b>	<b>163,469</b>	<b>Total</b>	<b>288,536</b>

<b>Exchange student average costs (one semester)</b>	
<b>Cost</b>	<b>In DKK</b>
Administration	10,371
Housing	32,914
Insurance	1,250
Visa	4,035
Travel costs	15,000
Start Package	10,000
Living Costs	48,000
<b>Total</b>	<b>121,570</b>

## **Preliminary List of Eligible Costs**

The list below builds on the List of Eligible Costs applied in the Building Stronger Universities and Collaborative research grants (FFU) programmes. It will be developed in full as part of the preparation of the first call for applications.

Direct research and Danish students studying in African partner countries cannot be funded by the programme.

### **Eligible costs under Outcome 1**

1. Salaries for administrative and faculty staff in Danish and African universities
2. Travel expenses (economy class)
3. Per diem/daily subsistence allowances
4. Communication costs
5. Conference costs
6. Small-scale investments and equipment at African partner universities (up to a maximum of 10% of project budget) – lab equipment, upgrade of teaching facilities etc.
7. Overhead
8. External audit
9. Supporting/secondary partners expenses

### Eligible costs for seed funding to partnerships

1. Salaries for administrative and faculty staff in Danish and African universities
2. Travel expenses (economy class)
3. Per diem/daily subsistence allowances
4. Communication costs
5. Conference costs
6. External audit

### **Eligible costs under Outcome 2**

1. Salaries for administrative and faculty staff in Danish and African universities
2. Application and tuition fees
3. Expenses for travel (For African students only, to Denmark or to another African partner)

- a. Travel from home country to country of study and back (economy class)
  - b. Visa fees
  - c. Insurance
- 4. Grants for housing and living costs during study stay (in Denmark or at African partner university)
- 5. Information and communication materials
- 6. Direct administrative costs, including as relevant cost of DFC services
- 7. External Audit

#### Eligible costs for Erasmus+ support grants

##### **A. Erasmus+ mobility top-ups**

- 1. Top up for housing, living costs, incl. visa and insurance and organisational support for the Danish HEI.

##### **B. Seed funding, CBHE and ICM**

- 1. Travel expenses (economy class)
- 2. Per diem/daily subsistence allowances
- 3. Salaries for administrative and faculty staff in Danish and African universities
- 4. Information and conference expenses/materials

### **Three budget scenarios**

Based on the estimated unit cost, three scenarios have been developed and are presented below. They build on different assumptions about the number of qualified partnership proposals received, the impact of the various institutional constraints on the number of students coming to Denmark on scholarships, and the distribution on different types of scholarships.

The *first scenario* estimates that approximately 1,150 African students will study in Denmark during the programme period, the *second scenario* estimates around 1,850, while the *third scenario* estimates that 2,550 students will study in Denmark.

The scenarios are subject to considerable uncertainty. The middle scenario is used for reference in the main text of the Programme Document.

### Scenario 1:

This scenario assumes that institutional constraints have a severe impact on the programme, the interest in the programme from both Danish and African Universities is generally low, and therefore only few proposals are received in the various calls. This reduces the opportunities for activities under outcome 2. It furthermore predicts that the various constraints discussed in the risk assessment have a high impact on programme activities, resulting in low activity level and slow implementation, particularly under outcome 2.

	Potential number of additional students (persons)								
Measure	2025	2026	2027	2028	2029	2030	2031	2032	Total 2025-32
1.1 Outcome 1: Innovation and collaborative learning partnerships [DKK 90 million]									
Short study stays		50	50	50	50	60	60	30	350
*Administration DFC									
<b>TOTAL OUTCOME 1</b>									<b>585</b>
1.2 Outcome 2: Knowledge and skills development [DKK 340 million]									
1.2.1 Full degree - MA		16	24	26	28	30	8	0	132
1.2.2 Non.degree 12 months		4	8	8	10	10	14	0	54
1.2.3 Non.degree 5 months		4	14	16	19	19	16	13	101
1.2.4 Erasmus 5 months		24	30	40	44	48	50	50	286
Summer schools		20	20	25	25	25	30	20	165
Exchange		2	4	6	6	6	6	6	36
University Administration									
Administration DFC									
<b>TOTAL OUTCOME 2</b>		70	100	121	132	138	124	89	<b>774</b>
<b>PROGRAMME TOTAL</b>									<b>1124</b>

	Funding needs (million DKK)								
Measure	2025	2026	2027	2028	2029	2030	2031	2032	Total 2025-32
1.1 Outcome 1: Innovation and collaborative learning partnerships [DKK 90 million]	27,500,000	28,000,000	28,000,000						83,500,000
Short study stays									
*Administration DFC	2,500,000	2,000,000	2,000,000						6,500,000
<b>TOTAL OUTCOME 1</b>									<b>90,000,000</b>
1.2 Outcome 2: Knowledge and skills development [DKK 340 million]									
1.2.1 Full degree - MA	-	9,252,910	13,759,590	14,936,960	16,326,680	17,716,400	5,106,980	-	77,099,520
1.2.2 Non.degree 12 months	-	1,241,540	2,327,080	2,327,080	2,947,850	2,947,850	4,111,390	-	15,902,790
1.2.3 Non.degree 5 months	-	704,540	2,601,090	2,992,360	3,462,265	3,462,265	2,827,260	2,279,355	18,329,135
1.2.4 Erasmus 5 months	-	1,320,000	1,650,000	2,200,000	2,420,000	2,640,000	2,750,000	2,750,000	15,730,000
Summer schools		1040000	1040000	1300000	1300000	1300000	1560000	1040000	8,580,000
Exchange		243140	486280	729420	729420	729420	729420	729420	4,376,520
University Administration	-	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000	9,100,000
Administration DFC	1,000,000	1,350,000	1,350,000	3,300,000	2,350,000	1,950,000	1,950,000	1,750,000	15,000,000
<b>TOTAL OUTCOME 2</b>	<b>1,000,000</b>	<b>16,452,130</b>	<b>24,514,040</b>	<b>29,085,820</b>	<b>30,836,215</b>	<b>32,045,935</b>	<b>20,335,050</b>	<b>9,848,775</b>	<b>164,117,965</b>
<b>PROGRAMME TOTAL</b>	*DFC's administration costs amount to 5% of programme total								<b>254,117,965</b>



## Scenario 2:

Scenario 2 assumes medium interest in the programme from Danish and African universities, but anticipates that the various institutional constraints impact on the opportunities for programme activities, particularly under outcome 2. The partnerships struggle to integrate the various shorter-term non-degree study stays and exchange study opportunities in Denmark, including Erasmus+. In consequence, partnerships are overwhelmingly leaning towards full Master studies under outcome 2, resulting in a lower number of incoming students.

	Potential number of additional students (persons)								
Measure	2025	2026	2027	2028	2029	2030	2031	2032	Total 2025-32
1.1 Outcome 1: Innovation and collaborative learning development [DKK 90 million]									
Short study stays		50	75	80	80	100	100	100	585
*Administration DFC									
<b>TOTAL OUTCOME 1</b>									<b>585</b>
1.2 Outcome 2: Knowledge and Skills development [DKK 340 million]									
1.2.1 Full degree - Master		25	50	76	91	97	53	0	392
1.2.2 Non.degree 12 months		2	6	12	12	14	24	0	70
1.2.3 Non.degree 5 months		4	8	14	28	30	40	38	162
1.2.4 Erasmus 5 months		20	25	30	65	65	70	52	327
Summer schools		20	30	35	50	60	75	20	290
Exchange		0	2	4	4	6	8	4	28
Mid-term Review									
University Administration									
Administration DFC									
<b>TOTAL OUTCOME 2</b>		71	121	171	250	272	270	114	<b>1269</b>
<b>PROGRAMME TOTAL</b>									<b>1854</b>

	Funding needs (million DKK)								
Measure	2025	2026	2027	2028	2029	2030	2031	2032	Total 2025-32
1.1 Outcome 1: Innovation and collaborative learning development [DKK 90 million]	27,500,000	28,000,000	28,000,000						83,500,000
Short study stays									
*Administration DFC	2,500,000	2,000,000	2,000,000						6,500,000
<b>TOTAL OUTCOME 1</b>									<b>90,000,000</b>
1.2 Outcome 2: Knowledge and Skills development [DKK 340 million]									
1.2.1 Full degree - Master	-	14,222,052	29,588,903	44,309,840	52,247,165	56,091,375	29,984,560	-	226,443,895
1.2.2 Non.degree 12 months	-	620,770	1,784,310	3,418,613	3,374,663	3,995,433	6,671,327	-	19,865,117
1.2.3 Non.degree 5 months	-	791,640	1,367,669	2,313,366	4,614,128	5,009,948	6,749,145	6,271,082	27,116,978
1.2.4 Erasmus 5 months	-	1,100,000	1,375,000	1,650,000	3,575,000	3,575,000	3,850,000	2,860,000	17,985,000
Summer schools		1040000	1560000	1820000	2600000	3120000	3900000	1040000	15,080,000
Exchange		0	243140	486280	486280	729420	972560	486280	3,403,960
Mid-term Review	-	-	-	-	-	-	-	-	750,000.00
University Administration	-	2,050,000	2,050,000	2,050,000	2,050,000	2,050,000	2,050,000	2,050,000	14,350,000
Administration DFC	1,000,000	1,350,000	1,350,000	3,300,000	2,350,000	1,950,000	1,950,000	1,750,000	15,000,000
<b>TOTAL OUTCOME 2</b>	<b>1,000,000</b>	<b>21,174,462</b>	<b>39,319,023</b>	<b>59,348,099</b>	<b>71,297,237</b>	<b>76,521,177</b>	<b>56,127,592</b>	<b>14,457,362</b>	<b>339,244,950</b>
<b>PROGRAMME TOTAL</b>	*DFC's administration costs amount to 5% of programme total								<b><u>429,994,950</u></b>

### Scenario 3:

This scenario assumes broad interest in the programme across both Danish and African universities, and anticipates that partnerships successfully mitigate risks and manage to integrate a broad range of study opportunities in Denmark for African students under outcome 2. This includes both non-degree and full degree study stays, potential Joint Master programmes, new one-year Master degrees (from 2028), new exchange agreements, which would also enable more mobility for Danish students to African universities. Lastly it anticipates that universities are able to balance their incoming and outgoing exchange students, hence are receiving a relatively high number of African exchange students, incl. under Erasmus+ agreements.

	Potential number of additional students (persons)								
Measure	2025	2026	2027	2028	2029	2030	2031	2032	Total 2025-32
1.1 Outcome 1: Innovation and collaborative learning partnerships [DKK 90 million]									
Short study stays		50	80	80	100	130	130	30	600
*Administration DFC									
<b>TOTAL OUTCOME 1</b>									<b>585</b>
1.2 Outcome 2: Knowledge and Skills development [DKK 340 million]									
1.2.1 Full degree - MA		13	36	54	78	86	64	0	331
1.2.2 Non.degree 12 months		4	8	10	12	12	26	0	72
1.2.3 Non.degree 5 months		10	20	35	44	48	52	43	252
1.2.4 Erasmus 5 months		85	85	85	90	90	90	90	615
Summer schools		30	40	40	50	50	60	30	300
Exchange		5	5	10	10	20	20	12	82
University Administration									
Administration DFC									
<b>TOTAL OUTCOME 2</b>		147	194	234	284	306	312	175	<b>1652</b>
<b>PROGRAMME TOTAL</b>									<b>2252</b>

	Funding needs (million DKK)								
Measure	2025	2026	2027	2028	2029	2030	2031	2032	Total 2025-32
1.1 Outcome 1: Innovation and collaborative learning partnerships [DKK 90 million]	27,500,000	28,000,000	28,000,000						83,500,000
Short study stays									
*Administration DFC	2,500,000	2,000,000	2,000,000						6,500,000
<b>TOTAL OUTCOME 1</b>									<b>90,000,000</b>
1.2 Outcome 2: Knowledge and Skills development [DKK 340 million]									
1.2.1 Full degree - MA	-	7,831,255	20,880,413	30,546,643	43,725,737	48,295,417	36,469,293	-	187,748,758
1.2.2 Non.degree 12 months	-	1,241,540	2,327,080	2,875,843	3,496,613	3,496,613	7,397,977	-	20,835,667
1.2.3 Non.degree 5 months	-	1,726,900	3,372,559	5,904,973	7,451,188	8,120,755	8,709,632	7,216,960	42,502,968
1.2.4 Erasmus 5 months	-	4,675,000	4,675,000	4,675,000	4,950,000	4,950,000	4,950,000	4,950,000	33,825,000
Summer schools		1560000	2080000	2080000	2600000	2600000	3120000	1560000	15,600,000
Exchange		607850	607850	1215700	1215700	2431400	2431400	1458840	9,968,740
University Administration	-	2,050,000	2,050,000	2,050,000	2,050,000	2,050,000	2,050,000	2,050,000	14,350,000
Administration DFC	1,000,000	1,350,000	1,350,000	3,300,000	2,350,000	1,950,000	1,950,000	1,750,000	15,000,000
<b>TOTAL OUTCOME 2</b>	<b>1,000,000</b>	<b>21,042,545</b>	<b>37,342,903</b>	<b>52,648,160</b>	<b>67,839,238</b>	<b>73,894,185</b>	<b>67,078,302</b>	<b>18,985,800</b>	<b>339,831,133</b>
<b>PROGRAMME TOTAL</b>	*DFC's administration costs amount to 5% of programme total								<b><u>429,831,133</u></b>

## **ANNEX 6: LIST OF SUPPLEMENTARY MATERIAL**

### **Persons met or consulted**

In March 2024, DFC hosted a Women in Science Seminar in Arusha, Tanzania, bringing together over 40 female researchers from ten African countries. The researchers were asked to provide feedback to the preliminary outline of the KIP, and their input contributed to shaping the first of the two programme outcomes.

In December 2024, the MFA invited representatives from all Danish universities to an information meeting about the Knowledge and Innovation Programme.

In mid-February 2025, all university representatives who had attended the initial information meeting or reached out to the programme team afterwards received a draft concept note of the programme and were invited to share their comments and perspectives.

In February 2025, 30 Master's students from the ongoing SSC Master programme visited the MFA and shared some of the specific challenges and constraints they encountered as African students navigating admission, entry, and studies at a Danish university.

In March 2025, the programme team was invited to present the KIP at a DARMA (Danish Association of Research Managers and Administrators) group meeting, attended by representatives from all Danish universities.

Beyond ongoing consultations with universities, regular meetings and discussions have taken place with relevant Danish authorities (e.g. UFM, UFS, UIM, and SIRI). Danish embassies in Africa have also been engaged throughout the formulation process.

The list below outlines the institutions and individuals consulted in separate meetings during the programme's development.

### **The Danish Ministry of Higher Education and Science**

Cathrine Amalie Oldenburg, Head of Division, Centre for Education Policy

Marie-Louise Hjortebjerg Lindeløv, Centre for Education Policy

Astrid Fogh Harboe, Centre for Education Policy

Jonas Husum Johannesen, Centre for Research & Innovation Policy and International Relations

### **The Danish Agency for Higher Education and Science**

Patrizia Marchegiani, Head of Division, Centre for Higher Education Programmes

Morten Velsing Nielsen, Centre for Higher Education Programmes

Therese Hyll Bruun, International Education Programmes and Grants

Rune Wulff Christensen, International Education Programmes and Grants

Anders Ødegaard, EU Research and Innovation

Karin Ilsøth Rasmussen, EU Research and Innovation

### **The Danish Ministry for Immigration and Integration**

Charlotte Barslev, Head of Section, Division for International Employment and EU Free Movement

William Frederik Kier, Deputy Head of Section, Division for International Employment and EU Free Movement

Emilie Sloth Ølgård, Division for International Employment and EU Free Movement

### **The Danish Agency for Immigration and Integration (SIRI)**

Maria Nyvang Nielsen, Head of Section

Stine Bjerregaard Christensen

Abed Alrahman Elmoghrabi

### **Students from the SSC Master Programme**

Peris Ayugi Rweya, Kenya, Student at the University of Copenhagen

Deshanya Naidoo from South Africa, student at the Technical University of Denmark

Ronaldo Juma Jaoko from Kenya, Student at the University of Copenhagen

### **Nairobi University**

Thomas Mbuya, Professor in Mechanical Engineering

### **Makerere University**

Sylvie Namwase, Post-Doc Research Fellow at Human Rights and Peace Centre

### **Aalborg University**

Kasper Rodil, Associate Professor, Institute of Architecture, Design, and Media Technology

Pernille Scholdan Bertelsen, Associate Professor and Head of Studies, Department of Sustainability and Planning

Birgitta Schjørring Madsen, International Studies and Relations

### **Aarhus University**

Mette Brandenburg, Head of Section, Mobility and Education collaboration

### **Copenhagen Business School**

Wilbert van der Meer, Head of Education and Quality

Søren Jeppesen, Associate Professor, Ph.D, Department for Management, Society and Communication

Stefano Ponte, Professor of International Political Economy

### **Denmark's Technical University**

Morten Overgaard, Director, Office of International Education

Louise Nolle, Senior Executive Officer DTU International Partnerships

### **University of Copenhagen**

*School of Global Health*

Jørgen Kurtzhals, Vice Dean

Lena Skovgaard Andersen, Associate Professor and Director, School of Global Health

*Faculty of Theology and Africa Studies*

Carsten Selch Jensen, Dean

Karen Jenny Lauterbach, Associate Professor, Centre for African Studies

*Department of Economics*

John Rand, Professor and Head of Studies for Global Development

*Faculty of Science*

Ole Henckel, Consultant, International Higher Education

Else-Marie Baun, Education and Admissions

**University of Southern Denmark**

Tine Lørup Noto, International Relations & University Alliances

**Business Academies and University Colleges**

Mads Hedelund, Global Engagement, VIA University College

Lise Bøgild-Jakobsen, Head of Counselling, Career & International Relations, Dania Business Academy

**Danish Embassies in Africa:**

Mette Melson, Development Specialist, Embassy of Denmark in Kenya

Lise Abildgaard, Deputy Head of Mission, Embassy of Denmark in Tanzania

Kathrine From Høyer, Ambassador, Embassy of Denmark in Algeria

**European Commission, DG Education, Culture, Youth and Sport**

Claire Hermann, Erasmus+ and International Cooperation

**Norwegian Directorate for Higher Education and Skills**

Hilde Elin Haaland-Kramer, Head of section, Department for Global Cooperation and Capacity Development

Ingvild Hope, Department for Global Cooperation and Capacity Development

**The Norwegian Agency for Development Cooperation**

Solbjorg Sjøveian, Head of Section, Department for Human Development

Oda Fagerland, Advisor, Department for Human Development

**The Novo Nordic Foundation**

Flemming Konradsen, Professor and Senior Vice President for the Global and Humanitarian Program Area

Mette Ide Davidsen, Director of Global Health Programmes, Social and Humanitarian Department

**Danida Fellowship Centre**

Ulla Næsby Tawiah, Director

Ida Sandager Arendal, Research Programme Manager

Hristina Jensen, Research Programme Officer

**Other**

Frederik Fehrn-Christensen, Director, Keepers aps

Ridwan Said, Consultant, Keepers aps

**LIST OF KEY DOCUMENTS CONSULTED**

- Description of the current framework for higher education in Denmark (attached as Annex to Government presentation, October 2024)
- Note on experiences from other countries (attached as Annex to Government presentation, October 2024)
- Overview of African Students in European countries and Denmark (attached as Annex to Government presentation, October 2024)
- Note about existing initiatives on higher education partnerships between Denmark and Africa (attached as Annex to Government presentation, October 2024)
- Presentation on International Partnerships – Research & Innovation, by Directorate General International Partnerships Unit G3 – Youth, Education and Research, Culture, European Commission (Africa Charter Event – 6&7 November 2024)

- The AU-EU Innovation Agenda, Presentation by Directorate General Research and Innovation, European Commission (DTU Africa Day, November 2024)
- NORPART Programme Document
- Danida Fellowship Centre - Review Report. LÆRING/MFA, November 2022
- The Strategy for Development Cooperation, “The World We Share”
- The Danish Government’s Strategy for a Strengthened Engagement with Africa (2024)
- The AU-EU Innovation Agenda, Final Version, 19 July 2023
- Comments to the draft PD from other departments in MFA (e.g. TILSKUD, AFRPOL and MISTAB), and from external partners (Red Barnet/Save the Children Denmark)
- Minutes from 10 exchanges with universities in Denmark and 4 in Africa, as well as with Norwegian sources (NORHED, NORDSTIP) and the European Commission.
- Laws and by-laws governing the university sector (Universitetsloven, Tilskudsbekendtgørelsen, Adgangsbekendtgørelsen, Uddannelsesbekendtgørelsen and Bekendtgørelsen om Internationale Uddannelser)
- Status på review-opfølgning, internal DFC note, May 2024
- Building Stronger Universities (BSU III) Midterm Review Report, MFA, July 2021
- Evaluation of Danida Support to Development Research (2008-2018), FCG, March 2020



## ANNEX 7: PLAN FOR COMMUNICATION OF RESULTS

**Communication in the Knowledge and Innovation Programme (KIP) is a strategic tool to strengthen networking and knowledge sharing, and to facilitate new information and impact:** It is an important tool to broadcast that Denmark enters into a new field of collaboration with African countries within the higher education realm. The programme thus represents a significant opportunity at the public diplomacy arena for both MFA centrally as well as for embassies in partner countries.

The communication strategy for the KIP will be built around the progress, results and milestones that the programme provides at the various universities according to the outputs and outcomes of their partnerships, and how it feeds into the overall programme objectives. The group of communication stakeholders is broad and includes both universities in Denmark and Africa, Danish embassies in Africa, DFC, the MFA, UFM, UFS and other relevant stakeholders involved in programme activities. Each of them may have different communication priorities and strategies, but they all have a role to play in the overall communication of the programme progress and achievements and can contribute to shared public diplomacy efforts. Weaved together and curated well, the stakeholder stories will showcase the approaches, achievements and progress of each partnership and how it contributes to the programme objective. Considering the overall objective of the programme, it is also key that part of the communication efforts seek to uncover and showcase the softer and perhaps more intangible results of the programme – the people-to-people aspect, networks and experiences that are shared in the Danish-African partnerships, as well as how Danish and African stakeholders create joint responses to global development challenges.

Each partnership will develop results frameworks and communication strategies that include concrete and tangible communication outputs according to their activity plans, results framework, and objectives. Whereas results will be reported to DFC on an annual basis, partnerships must share relevant communication on ongoing progress and milestones on their own communication channels, and with DFC on a recurrent basis. This will enable DFC to broadcast stories and results across the programme as they fit best into the ongoing communication efforts.

Communication can be built around the two following pillars:

1. *Partnership progress and milestones*: partnerships communicate results, progress, experience, learning, and milestones with a view to contribute to the overall public diplomacy efforts and communication about the programme in Denmark and African countries. This will be done on an ongoing basis, and partners will deliver relevant communication material for DFC.
2. DFC supports stakeholders and partnerships in creating an ongoing *series of people-centred stories* that can showcase the people-to-people aspects of the programme, and how the intercultural perspectives and increased mutual understanding contributes to tackling global development challenges and stronger relations.

**Target audiences** of communication efforts are both policy and decision makers, higher education environments, and the general public in Denmark and in participating African countries. Partnerships

can also define their own target audiences, and for instance seek to promote study opportunities in African partners institutions among their students.

DFC will make its communications platforms available for the programme communication content, help promote it to the other stakeholders (such as the MFA, UFM, Embassies and more) and facilitate that the partners develop detailed engagement and communications plans that communicate the learnings, findings and results of the programme to relevant stakeholders.

<b>What?</b> (the message)	<b>When?</b> (the timing)	<b>How?</b> (the mechanism)	<b>Audience(s)</b>	<b>Responsible</b>
Official launch of the programme	May, 2025	Press launch with selected universities, the Danish Foreign Minister, Minister for Higher Education and Science, and other relevant stakeholders. Social media coverage by MFA and DFC, e.g. interviews with the Foreign Minister.	The media, higher education institutions (HEI)	MFA and DFC
Launch of first call for applications (both outcome areas)	June, 2025	Online call for applications on DFCs website. Shared with universities on email. Also announced on social media.	Universities	DFC
Announcement of Erasmus+ grants	June 2025, or soonest thereafter	Embassies and universities in Africa (with Erasmus+ agreements) and Denmark promote new opportunities for Erasmus+ scholarships in Denmark	Students and HEIs in African partner countries	MFA, Embassies, African universities, UFS, National Erasmus Offices, DFC
Announcement of selected projects	October/November, 2025	Partnerships listed at DFCs website. Grant recipients contacted by email. Relevant	The media, higher education institutions	DFC

		embassies contacted. Press release.		
Individual communication strategies for partnerships	Integrated in work plans, December 2025/January 2026	Partnerships work on communication plans parallel to implementation and provide input for DFC	Wider public + uptake by DFC and MFA and embassies	Partnerships, DFC
First summer school/short courses /partnership activities start	Q1/Q2/Q3 2026	Social media campaign by partners, DFC, MFA and embassies.	Wider general public, universities	Partnerships, DFC
First Master students arrive in Denmark	Q3, 2026	Social media coverage for DFC and MFA channels	Wider public	Partnerships, DFC
Launch of second call for applications (both outcome areas)	February, 2026	Online call for applications on DFCs website. Shared with universities on email. Also announced on social media.	Universities	DFC
First annual progress report	Q2, 2026	Narrative progress report on the knowledge and innovation programme incl. social media campaign	Wider public, university partners, embassies and more	Partnerships, DFC
Announcement of selected projects	August, 2026	Projects listed at DFCs website. Grant recipients contacted by email.	The media, higher education institutions	DFC
Second round of summer school/short courses/ partnership activities start	Q1/Q2/Q3 2027	Social media campaign by partners, DFC, MFA and embassies.	Wider general public, universities	Partnerships, DFC
Launch of third call for applications	February, 2027	Online call for applications on DFCs website. Shared with	Universities	DFC

(both outcome areas)		universities on email. Also announced on social media.		
Second annual progress report	Q2, 2027	Narrative progress report on the knowledge and innovation programme incl. social media campaign	Wider public, university partners, embassies and more	Partnerships, DFC
Master students from second call arrive to Denmark	Q3, 2027	Social media coverage for DFC and MFA channels	Wider public	Partnerships, DFC
Second annual progress report	Q2, 2027	Narrative progress report on the knowledge and innovation programme incl. social media campaign	Wider public, university partners, embassies and more	Partnerships, DFC
Announcement of selected projects	August, 2027	Projects listed at DFCs website. Grant recipients contacted by email.	The media, higher education institutions	DFC
Third round of summer school/short courses/partnership activities start	Q1/Q2/Q3 2028	Social media campaign by partners, DFC, MFA and embassies.	Wider general public, universities	Partnerships, DFC
Third annual progress report	Q2, 2028	Narrative progress report on the knowledge and innovation programme incl. social media campaign	Wider public, university partners, embassies and more	Partnerships, DFC
Launch of fourth call for applications (outcome 2 only)	Q2, 2028	DFC	Universities	DFC
Master students from second call arrive to Denmark	Q3, 2028	Social media coverage for DFC and MFA channels	Wider public	Partnerships, DFC

Mid-Term Review recommendations for further communication initiatives	Q3, 2028	Recommendations from the Midterm Review report to be assessed and implemented	Partnerships	DFC, MFA
Fifth call for applications (outcome 2 only)	Q2, 2029	DFC	Universities	DFC
Fourth annual progress report	Q2, 2029	Narrative progress report on the knowledge and innovation programme incl. social media campaign	Wider public, university partners, embassies and more	Partnerships, DFC
Fifth annual progress report	Q2, 2030	Narrative progress report on the knowledge and innovation programme incl. social media campaign	Wider public, university partners, embassies and more	Partnerships, DFC
Sixth annual progress report	Q2, 2031	Narrative progress report on the knowledge and innovation programme incl. social media campaign	Wider public, university partners, embassies and more	Partnerships, DFC
End of Programme activities	End of Q2, 2032	DFC/Partnerships		
Seventh annual progress report	Q2, 2032	Narrative progress report on the knowledge and innovation programme incl. social media campaign	Wider public, university partners, embassies and more	Partnerships, DFC
Closure learning event	2032	Reflections on lessons learned and/or experiences from other programmes	DFC, partnerships, MFA	DFC
Formal closure of Programme	End of Q2, 2033			DFC
Final report	Q3, 2033	Narrative report on the knowledge		DFC

		and innovation programme incl. social media campaign		
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## ANNEX 8: PROCESS ACTION PLAN (PAP)

### *Knowledge and Innovation Programme (KIP)*

Action/product	Deadlines	Responsible/involved Person and unit	Comment/status
<b>Approval and launch of the programme</b>			
<b>Presentation to the Council for Development Policy</b>	10 April	LÆRING (Ministry of Foreign Affairs)	
The Minister approves the programme	Ultimo April	MLSEK	
<b>Signing of agreement</b> with implementing partner, DFC	Mid May, prior to press launch	MLSEK/LÆRING/DFC	
<b>Press Launch</b> with Minister(s) and relevant partners (universities, foundations, DFC etc)	Mid-late May	MLSEK/REGSEK/KOM/LÆRING/DFC/UFM	
<b>Initiation and implementation of programme activities</b>			
<b>Update of DFC Administrative guidelines</b> according to existing and new programme requirements	May	DFC, LÆRING	
Register commitment in MFA Grant Management systems	Primo June	LÆRING	
Preparation of call texts and general conditions	May	DFC/LÆRING	
Launch of first call for applications for KIP (both outcome areas)	June	DFC	
Launch of Erasmus+ grants	June	DFC	
Communication of Erasmus+ grants	May-June	MFA, Embassies, UFS	
Announcement of <b>Selection Committee</b>	July-August	LÆRING/DFC	

Transfer of funds to DFC	Q3	LÆRING	
Preparatory meeting in Selection Committee	September	DFC/LÆRING	
Deadline for first call	Early October	DFC	
First meeting in the Selection Committee	Late October	DFC/LÆRING	
Announcement of selected projects	Primo November	DFC	
Activities under outcome 1 initiated	Q1, Q2 2026	Partnerships	
Activities under outcome 2 initiated	Q3, 2026	Partnerships	
Second call for applications (both outcome areas) (same call process as above)	Q2, 2026	DFC	
Third call for applications (both outcome areas)... (same call process as above)	Q2, 2027	DFC	
Mid-term Review	2028	LÆRING	
Fourth call for applications (for outcome 2 only)	Q2, 2028	DFC	
Fifth call for applications (for outcome 2 only)	Q2, 2029	DFC	
Closure of calls for Erasmus+ CBHE and ICM	Q4, 2029	DFC	
End of Programme activities	End of Q2, 2032	DFC/Partnerships	
Closure learning event	2032	DFC	
Formal closure of Programme	End of Q2 2033	DFC/LÆRING	