

ACAPMUSSC-MYC:

African Community Action Programme for the Mobility of University Students and Skilled Craftspeople-as-well-as-Migrants, Youth-and-Children



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1. **Title:** A concise title that summarises the topic and focus of the project would be desirable. The title should be concise and meaningful. It should clearly reflect the main topic and focus of the project.

ACAPMUSSC-MYC:

German:

„Aktionsprogramm der afrikanischen Gemeinschaft für die Mobilität von Universitätsstudenten und qualifizierten Handwerkern sowie Migranten, Jugendlichen und Kindern“

English:

‘African Community Action Programme for the Mobility of University Students and Skilled Craftspeople-as-well-as-Migrants, Youth-and-Children’

Explanation: ACAPMUSSC-MYC is modelled on ERASMUS+. This knowledge-enhancing project of the EU (European Union) is a model for many states. Some North African states are seeking to become part of this programme and have already negotiated cooperation agreements with the EU. All states that have entered into economic cooperation with the EU can also become part of this programme if all requirements are met. ERASMUS+ is seen as a peace project.

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So, NADEUM asked why the entire African continent, with its 55 states, could not also implement and realise this. After all, Africa has a very young population that is willing to learn new things. You just have to give them the opportunity to do so. To do this, three conditions must be met.

The intention of all African governments to align and equalise their education systems with those of northern countries.

The intention to make this project accessible to all Africans from day one to the age of 30. ACAPMUSSC-MYC must also enable all sections of the population, such as internally displaced persons (migrants), to have prospects for the future. It wants to become an active part of the global community of values.

The goal must be for Africa to create enough jobs and to stop the emigration of young people with higher knowledge in its own interest.

1.1) Proposal for a UNESCO technical assistance project to modernise education systems in all African countries

1.2) Sustainable Development Goals:
The project will directly contribute to the Sustainable Development Goals (17 SDGs).

1.3) SDG 1: No hunger

1.4) SDG 2: Good health and well-being

1.5) SDG 3: Quality education

1.6) SDG 4: Gender equality

1.7) Creation of a sufficient number of high-quality jobs

1.8) Avoiding migration to northern countries

2. **Introduction:** A brief introduction to the topic, including the background and relevance of the project, would be desirable. The introduction should introduce the reader to the topic and explain the context and relevance of the project. It would also be beneficial if you could briefly describe the UNIDO/UNESCO/UNICEF and their objectives to clarify the context.

NADEUM: Initiative 2015 – migration flows to Europe, educational disparity of Africans in relation to the level of education in industrialised countries or service economies; incompatibility of African certificates – university degrees; extensive notification is necessary; African labour markets are not competitive with the labour markets of industrialised countries or service economies – thus only a fraction of the GDP can be generated. The NADEEM initiative is relevant in that the education sector in Africa is to be massively strengthened through budget reallocations in favour of education. This implies that the entire

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education logistics must be given priority in the national budgets and thus the economies will be strengthened.

UNIDO: The priorities or service modules of UNIDO are

- Industrial [governance](#) and [statistics](#)
- Investment and technology promotion
- Promotion of trade and competitiveness
- [Private sector](#) development
- [Agro-industries](#)
- Sustainable energy and [climate change](#)
- [Montreal Protocol](#)

UNESCO:

Preamble: "Peace based solely on governmental political and economic arrangements cannot secure the unanimous, lasting and sincere support of the peoples of the world. If it is not to fail, peace must be rooted in the intellectual and moral solidarity of humankind."

SDG 17:

[ISCED](#) (International Standard Classification of Education)

[CONFINTEA](#) The core objective of the sixth international conference on adult education is to align adult education and non-formal education with existing international development and education programmes (e.g. [Education for All](#) – EFA, the World Literacy [Literacy Decade](#) – UNLD, the [World Decade of Education for Sustainable Development](#) – DESD, [Literacy Initiative for Empowerment](#) – LIFE, the [Millennium Development Goals](#) of the United Nations – MDGs) and the integration of adult and non-formal education into national development strategies. As an important element, sustainability / sustainable development should also be considered in the thematic context.

- Education
 - Science
 - Culture
 - Media policy
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UNICEF:

- **Strengthening existing knowledge structures**
- Finding new solutions and influencing political decision-makers (collecting facts and figures)
- Only through **intensive exchange** can knowledge be disseminated and further developed. We are committed to international and interdisciplinary communication.
- [Nationwide programmes](#)
- [Responsibility of governments](#)
- [Realisation of children's rights \(children's rights\)](#)
- [Strengthening local initiatives](#)
- [Participation of the population](#)
- [Health & survival](#)
- [Water & hygiene](#)
- [School education](#)
- [Disasters & emergency aid](#)

2.1) It would be interesting to know what considerations led NADEUM to embrace the idea of ACAPMUSSC-MYC.

NADEUM and its president, as well as the entire presidium, realised from 2015 that Africans who come to Europe with their African certificates may not achieve the desired results in Europe. Unfortunately, we had to conclude that the grades and the certified knowledge did not fulfil their purpose.

2.2) It is quite understandable that many Africans had the money from their families in the background and therefore came to Europe, England or the USA to get a proper education. With the aim of furthering their education at a knowledge-based level and applying the acquired knowledge either in the industrial or service states or to use it in their home country to create new, promising career prospects.

2.3) Unfortunately, it must be stated that African migrants, even if they wanted to, had little chance of getting a well-paid job if they were in competition with European workers.

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2.4) It was stated by NADEUM that Germany had an ERASMUS special programme with the Sahel countries. It is regrettable that corruption had reached such an extent that the funds earmarked for the training of apprentices did not reach the population willing to learn but trickled away in the upper echelons of the state. As a result, it might be advisable to refrain from further payments until the situation improves sustainably. Therefore, in 2023, Germany decided to stop this project for the time being.

2.5) At the time, the European Commission concluded that this learning programme could best be implemented within the framework of ERASMUS. In 2023, ERASMUS+ was launched with the approval of all 26 EU member states. From 2023/2024, all journeymen and master craftsmen in the skilled trades will have the opportunity to participate in ERASMUS+ if they so desire. As a result, industry will prefer to employ and recruit these new employees after graduation.

There are various reasons why these people are of interest to industry. These include, for example, their cosmopolitan outlook, their good contacts, their language skills and their positive attitude towards new opportunities. These people usually marry internationally, which can be of great advantage to the economy.

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3. **Objectives:** The project should have clear and specific objectives. The objectives should be formulated in a SMART way (specific, measurable, achievable, relevant and time-bound). This helps to set clear expectations and measure progress.

3.1) Maximum expansion of knowledge for all sections of the population.

3.2) All budgets of all African states could be increased in this way. Because when your own population knows more and can do more, the state benefits to the maximum.

3.3) The expansion of knowledge must also be accompanied by higher-quality jobs. This will enable Africa to catch up with the other service and industrialised countries worldwide.

3.4) This project would be important for the entire African continent, relevant to receive respect not by demanding, but by being able to. Because delegating may be the culture in Africa, but worldwide you have to be able to do something. But if the majority of Africans do not currently get their certificates recognised in the industrialised countries and have to learn almost everything anew, then this is currently wasted learning time. So, if ACAPMUSSC-MYC is implemented, every African must prove that he or she has mastered the subject matter.

3.5) If ACAPMUSSC-MYC is supported by UNIDO with its economic agenda, UNESCO with its knowledge and ISCED programme and UNICEF with its worldwide experience, Africa should be able to roll out this project by

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2040 at the earliest and to evaluate and continue it every year. ERASMUS+, too, is constantly being expanded and improved. The same applies to ACAPMUSSC-MYC. There must be no standstill.

4. Problem Statement: Describe the problem or challenge that the project is designed to address. Describe the specific problem or challenge that the project is designed to solve. Explain why this problem is important and what its impact is.

4.1) The massive corruption of those in government and of Africans at the levers of power is currently a problem.

Anti-corruption laws (already enshrined in law in some African countries) should be installed throughout Africa if the funds are to be used for their intended purpose.

4.2) The reluctance to let the masses of the population participate in the knowledge to be learned.

4.3) As the African population continues to grow, well-trained professionals and academics of both sexes are essential to increase the GDP and to give every citizen a fair chance for advancement.

5. Methodology: An overview of the methods and approaches that are planned to achieve the project objectives. Detailed description of the methods and approaches that will be used to achieve the project objectives. This may also include a description of the planned activities and measures.

5.1) The curricula must be developed in consultation with UNESCO and the needs of the respective states and their experts. NADEUM recommends the European kindergartens in Germany, Sweden, Denmark and Austria. For the first few years, the programmes of CARITAS International could also be used. As soon as the African states want to implement this programme, they would have to contact partner institutions in Europe or other states.

5.2) Strictly religious school systems are to be rejected. They lead to radical views and are detrimental to economic progress and modernisation.

5.3) Empathy and ethics, as well as natural history and the connections between nature and climate, should be taught from an early age in order to raise children's awareness in the long term.

6. Expected results: Describe the expected results and how they will be measured. This will help to evaluate the success of the project.

6.1) Since all UN member states have adopted and are guided by the UNESCO 2011 ISCED 1-8 (NADEUM recommends 1-9) programme, ACAPMUSSC-MYC should be subordinated to this programme. This would enable Africa to implement the international standard to the maximum extent and its certificates or credentials would have to be recognised by all states. The excuse or self-

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protection of the currently leading industrial and service states vis-à-vis their own population would then be obsolete. Because human rights and equal rights apply to all people in all legal situations (UN rights).

6.2) All notifications would become redundant and global as well as African industry would benefit to the maximum extent. However, the respective employers must provide their employees with further training. This is because every company should grant its employees employment contracts that comply with human rights.

6.3) NADEUM recommends: If all African states were to implement a set of rules and regulations in Africa that corresponds to European labour law, the African continent would be more desirable for its own population than embarking on the dangerous path of migration. Every educated worker is a loss of value for a state if it does not succeed in providing sufficient jobs for its own population. Currently, corporations are exploiting African states as cheap workbenches. It does not have to be that way. To call a spade a spade: where is the pride of Africans? You have the potential. Dare to do it and you will be richly rewarded.

6.4) ACAPMUSSC-MYC and the African states would be able to exchange knowledge with the industrialised countries on an equal footing if this programme were implemented continuously and could thus conclude a cross-union knowledge exchange agreement with Europe and its ERASMUS+. Both continents would benefit from this.

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7. **Timeline:** A detailed timeline that includes key milestones and time frames for the project. Create a detailed timeline that includes key milestones and time frames for the project. This will help track progress and ensure the project stays on track.

If the P004 ACAPMUSSC-MYC project is accepted by the three UN organisations UNIDO / UNESCO / UNICEF, Africa can expect a time horizon of at least until 2050.

7.1) Adoption of the NADEUM - ACAPMUSSC-MYC concept:

As we are accustomed to seeing in large institutions such as states and their negotiating teams, if all states view this project positively, an implementation period of up to five years must be expected.

7.2) Why?

Even if it only affects Africa, the adoption of this project is a global issue.

7.2.1) Who is responsible? (The African states themselves, but also the AU).

7.2.2.) Who is negotiating with the African states? (All global financiers as well as the UN and its relevant sub-organisations)

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7.2.3) Who is their mediator? (leading personalities of UNIDO / UNESCO / UNICEF who are able to deal with such complex projects)

7.2.4) Who is accompanying the African states?

NADEUM would recommend the EU -
Why?

The EU (European Union) is a peace project and strives for peaceful cooperation. And by the EU, we mean the Commission and not the individual EU member states.

Furthermore, ACAPMUSSC-MYC should never lose sight of the goal of a cross-union knowledge contract with the EU. Both concepts, ACAPMUSSC-MYC and ERASMUS+, lead to a maximum increase in knowledge. Securing the economic future and, ultimately, maximum benefits for all participants in future joint sustainable climate planning.

7.3) The African states adopt the concept. Each state should conclude a contract with UNIDO / UNESCO / UNICEF, in which the UN authority stands by its side. NADEUM also expects negotiations to take at least 5 years here.

7.4) All African states are positively disposed towards this development and peace project, which is the most sustainable for them. From this point on, wars must be stopped in Africa. The Olympic ideal should be adopted. All African states decide with the African Union in a bilateral knowledge contract that they must permanently implement ACAPMUSSC-MYC according to the rules to be developed.

7.5) When all African states (55) have signed this future sustainable African knowledge, peace and development contract, the AU (African Union) should subscribe to government bonds to enable green capital for the development of this project. The African Central Bank could thus generate money more cheaply. Furthermore, it would be advisable to have a currency that is as unified as possible (or a fixed exchange rate) in Africa.

7.6) The financing of the individual states is in place and implementation can begin.

7.6.1) Planning of the most important points such as: Logistics (building - campus); public transport (rail, road, ship and possibly plane) Coordination of construction progress.

7.6.2) Tendering of all public construction and logistics areas. (strictest guidelines as for UN or EU projects)

7.6.3) Creation of all budgets of all African states.

7.6.4) Each state is obliged to provide 2% of its GDP for its ACAPMUSSC-MYC project per stage (NADEUM recommends 9%).

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7.6.5) All current industrialised countries and Asian countries should grant the African state an interest-free knowledge-building loan of 10 years each.

All construction projects should then be put out to international tender.

7.6.6) NADEUM recommends striking a balance here. What does this mean? The cheapest provider is rarely the most sustainable.

Internationally renowned institutions should be provided by the UN to assist Africa.

Remark: regarding China, it should be noted that, as a developing country, it defines itself as such in the face of any global responsibility. If this country wants to be the future economic superpower of the world, it has the duty to give up this status. It is like a child who, with increasing age, demands the respect of adults. If you want to be an adult, then stand by it.

7.7) Which institutions are involved in this government programme?

7.7.1) All children's facilities, where children from birth to 5 years of age are cared for and educated to ensure entry into primary school, are to be rebuilt.

7.7.2) All primary and secondary schools, all higher education and training institutions. Technical colleges, universities, private institutions

7.7.3) all private research institutions. Like industry, companies, research institutions that want to take on the staff as a workforce.

7.8) Overall, an implementation period of 5 to 30 years is to be expected, depending on the will of the respective government officials.

7.9) Each state will take different steps that are important to it, in line with its culture.

8. **Budget:** A rough estimate of the funds and resources needed.
Give a rough estimate of the funds and resources needed. This may also include a breakdown of costs by category.

8.1) Africa and its states can, if they want, finance the ACPMUSSC-MYC programme themselves. If loans are necessary at all, they should be tied to certain conditions.

For example,

- that migration to other countries should be discouraged
 - that the native population should be offered attractive prospects
 - that guaranteed jobs for future employees should be created by means of tax relief for the interested industry and economy.
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8.2) What exactly does the financial plan look like? If Africa wants to catch up with the rest of the world, at least 8 billion euros of investment funds per year per country must be calculated for each level of education. In 2023, the entire African continent, 55 states, had a GDP of almost 3,000 billion US dollars, or 2,696.70 billion euros (exchange rate August 2024).

8.3) Assuming that African countries can invest an additional 2% of GDP in the education sector plus logistics, the following calculation results:

- the average GDP of all countries is 2696.70 euros (August 2024)
- 2% of the GDP of all states: 2696.70 billion euros divided by 100 times 2 is 53.94 billion euros
- 55 states: 53.94 billion euros divided by 55 = 0.98 billion euros per state per year

8.4) This amount would have to be provided for each level of education, including logistics (total package). According to UNESCO 2011 ISCED 1-8, this then amounts to 0.98 times 8, or **7.85 billion euros per year for all levels.**

With regard to the Austrian education system, NADEUM recommends introducing a further level, number 6 of 9 levels, which is listed in the following spreadsheet, to train skilled craftsmen and women and corresponding educators. This results in a new calculated financial requirement of 0.98 billion euros per year per state per level of education, multiplied by 9, i.e. a total of **8.82 billion euros per year for all levels.**

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8.5) What is included in the project budget?

8.5.1) All new buildings, expansion of transport facilities, adapted and new schools such as Campis, accommodation, scholarships and intracontinental or international exchange programmes (such as the ERASMUS+ programme - including skilled craftsmen and educators - of the European Union for students.

8.5.2) Provided that the programme is adequately implemented, as it has been for the European area under ERASMUS+, the minimum duration of the basic programme in Africa can be expected to be 40 years. For orientation – the European Union needed the period from 1947 to 1987 to get ERASMUS ready for signature.

	Type of learning Center	Type of learning Center	Type of learning Center	Type of learning Center
1	Nursery or toddler's group at nursery	0,98		
2	Nursery (Kindergarten)	0,98		

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3	Pre-school	0,98		
4	Primary-School	0,98		
5	Secondary-School	0,98		
6	Technical and Teacher-training Colleges	0,98		
7	Grammar Schools	0,98		
8	Campis	0,98		
9	Colleges and Universitys	0,98		

9. **Conclusion:** Summarise the main points and make an appeal for support or cooperation. This is also a good opportunity to reiterate the importance of the project.

9.1) The cooperation with UNESCO and UNIDO is sought because both UN institutions support the further development of the holistic education sector in African countries. Should they support this programme, NADEUM can assume that ACAPMUSSC-MYC will also achieve the project goal.

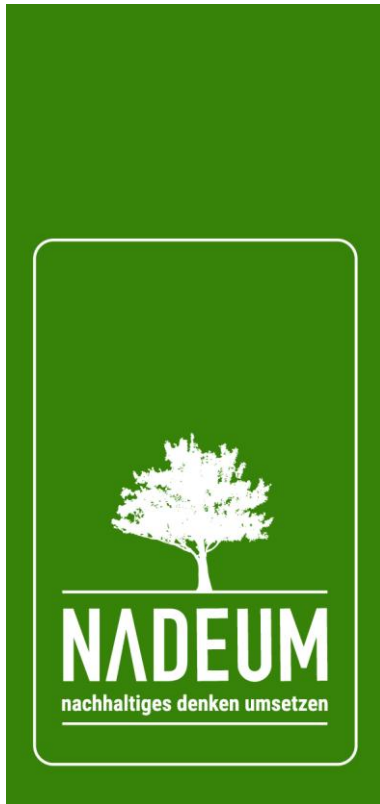
9.2) All participating states, whose institutions would impart the knowledge theoretically and practically, would generate maximum benefit from this programme.

9.3) NADEUM is convinced that Africa will become the FUTURE location of this world. In 2100, for example, Africans should travel in space just as naturally as other astronauts as “African astronauts”.

9.4) According to current forecasts, Africa will reach a population of 4.2 billion people by the end of this century. Therefore, Africans must be able to develop their continent sustainably in all ministerial sectors, keep it habitable, stop all wars and enter into constructive cooperation with all other continents. It is also essential for Europe's existence to have Africa as a strong partner and to be able to assume in the medium term that the migration flows from Africa will be largely stopped and, in return, the exchange of labour will be promoted on both sides. This can only be guaranteed if the level of education and the implementation potential of Africans reaches world standards.

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