



**ANNEX III**

of the Commission Implementing Decision on the Special Measures in favour of the  
Republic of Belarus for 2019

**Action Document for Support to the European Humanities University – Phase IV**

**ANNUAL PROGRAMME**

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation and action programme/measure in the sense of Articles 2 and 3 of Regulation N° 236/2014.

<b>1. Title/basic act/ CRIS number</b>	Support to the European Humanities University - Phase IV CRIS number: ENI/2019/042-178 financed under the European Neighbourhood Instrument	
<b>2. Zone benefiting from the action/location</b>	Republic of Belarus The action shall be carried out at the following location: Vilnius, Lithuania	
<b>3. Programming document</b>	Not available (Special Measure)	
<b>4. Sustainable Development Goals (SDGs)</b>	Main target SDG 4: Quality Education  Also targeted SDG 5.5: ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life SDG 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training	
<b>5. Sector of intervention/ thematic area</b>	Mobility and people-to-people contacts	DEV. Assistance: YES
<b>6. Amounts</b>	Total estimated cost: EUR 2,400,000.00	

<b>concerned</b>	Total amount of European Union (EU) contribution EUR 2,400,000.00			
<b>7. Aid modality(ies) and implementation modality(ies)</b>	Project Modality <b>Indirect management</b> with the Swedish International Development Cooperation Agency (SIDA)			
<b>8 a) DAC code(s)</b>	11420 – Higher Education – 100%			
<b>b) Main Delivery Channel</b>	Public sector institutions - 10000			
<b>9. Markers (from CRIS DAC form)<sup>1</sup></b>	<b>General policy objective</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Participation development/good governance	<input type="checkbox"/>	<input type="checkbox"/>	X
	Aid to environment	X	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and Women's and Girl's Empowerment <sup>2</sup>	<input type="checkbox"/>	X	<input type="checkbox"/>
	Trade Development	X	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, Maternal, New born and child health	X	<input type="checkbox"/>	<input type="checkbox"/>
	<b>RIO Convention markers</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Biological diversity	X	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	X	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	X	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	X	<input type="checkbox"/>	<input type="checkbox"/>
	<b>10. Global Public Goods and Challenges (GPGC) thematic flagships</b>	Chapter 4. Human Development, including decent work, social justice and culture		

## SUMMARY

This action is a continuation of the financial contribution of the EU to the European Humanities University (EHU), a Belarusian university in exile in Vilnius, for the academic years 2019/2020 and 2020/2021.

The EHU is an independent higher education institution, founded in Minsk with the purpose to integrate Belarus into the Western intellectual community by means of independent teaching and learning in humanities and social sciences. The EHU was closed in Minsk in

<sup>1</sup> When a marker is flagged as significant/principal objective, the action description should reflect an explicit intent to address the particular theme in the definition of objectives, results, activities and/or indicators (or of the performance / disbursement criteria, in the case of budget support).

<sup>2</sup> Please check the Minimum Recommended Criteria for the Gender Marker and the Handbook on the OECD-DAC Gender Equality Policy Marker. If gender equality is not targeted, please provide explanation in section 4.5.Mainstreaming.

2004 and following an invitation by Lithuania moved to Vilnius in 2005 with financial support from the international community.

The main financial support to the EHU has come from the European Union (EU), SIDA and Lithuania. Previously the funding was channelled through a trust fund (TF) managed by the Nordic Council of Ministers (NCM). In 2015 SIDA accepted a request to administer financial support for the EHU. Subsequently two more EU contribution agreements between the two parties (2014/348-939 and 2016/382-859) were signed to support EHU until the end of academic year 2018/2019.

As EHU is dependent on donor funding for continued activities, the reduction in the number of donors during the previous years is a high risk for the sustainability of the EHU. The EU financial support of EUR 2.4 million for two academic years will go towards contribution to the strategic and sustainable development of the EHU to ensure that the University continuously offers its students university level courses of good quality and that its activities continue to be relevant in the Belarusian context.

## **1 CONTEXT ANALYSIS**

### **1.1 Context Description**

In 2017, Belarus's population was around 9.5 million. Since the 1990s the overall population of the country has declined by around 700 000 people. Furthermore, the share of youth in the general population has been declining and the age structure of the population is moving in the direction of ageing. A low fertility rate, corresponding to the level of those in EU countries, is one of the main demographic challenges for Belarus. As of 1 January 2018, the number of young people aged 14–31 was 20.2% of the total population of Belarus.

Belarus is classified by the World Bank as a higher middle-income country. During most of the 2000s, a combination of favourable external factors and loose macroeconomic policies boosted economic growth, with annual growth rates averaging 9% for the period 2002–2008. However, this strong growth was associated with increasing macroeconomic vulnerabilities and growing external imbalances. After a decade of strong economic growth, Belarus faced macroeconomic turmoil, resulting in two crises, in 2009 and 2011.

After several years of slowing growth and increased macroeconomic volatility, the Belarusian economy entered recession in 2015, contracting by 3.9% in 2015 and 2.6% in 2016. In 2017, the economy started to recover and GDP grew by 2.5%. Following a strong start of the year, economic activity eased over the final months of 2018 as a result of a weakening external environment and a poor harvest. Still, the 3% GDP growth for the entire year represents acceleration from 2017 and is the best performance since 2011.

The EHU is an independent higher education institution, founded in Minsk in 1992 with the purpose to integrate Belarus into the Western intellectual community by means of independent teaching and learning in humanities and social sciences. EHU

was the first university in Belarus to follow the example of Western colleges and universities.

In 2004, the Belarusian authorities started to restrict the academic freedom and autonomy of the University. As a result, EHU was forced to cease its activities in Belarus. On July 27, 2004, the Ministry of Education of the Republic of Belarus revoked EHU's license for the provision of educational services. The actions of the authorities provoked a protest, about two hundred students and faculty defended their right to study and work in EHU.

Following an invitation by Lithuania the EHU moved to Vilnius in 2005. With political, administrative, and financial support from the European Union, the Nordic Council of Ministers, the Governments of Lithuania, other European countries, and the United States, NGOs and foundations (e.g. MacArthur Foundation, Carnegie Corporation of New York, and others) the EHU resumed its operations in Vilnius.

EHU is a student-centred University for promoting civil society development through Humanities and Liberal Arts for students from Belarus and the region by bringing them together in Vilnius and offering international experience in study quality. The EHU offers programmes in the areas which are underdeveloped in Belarusian higher education, and research conducted is in line with Belarusian development priorities. The University offers undergraduate students both high residence and low residence modes of study. Most classes are taught in Belarusian or Russian, with some classes taught in English, German, and other languages, as well. EHU diplomas are recognized throughout the European Union as well as in other countries. In Belarus diplomas need to be officially recognised. This is done by the National Institute of Higher Education.

In this way the university programmes are focused towards the needs of Belarusian society. In addition, The EHU staff and students have been involved in various activities to support social and cultural developments in Belarus. EHU's contribution to a pluralistic civil society in Belarus is supported by the fact that the majority of the graduates go back to Belarus after having completed their studies and that they tend to find work within civil society and the private sector.

## **1.2 Policy Framework (Global, EU)**

**On a global** level Belarus has committed itself to implement the "2030 Agenda for Sustainable Development (SDG)", adopted in September 2015. It has committed itself to review its national plans and mechanisms to achieve sustainable development.

In the absence of a framework agreement between the EU and Belarus and while negotiations on EU-Belarus Partnership Priorities have not been concluded, the EU's policy towards Belarus is carried out in line with the 2016 Council Conclusions as well as the wider Eastern Partnership (EaP) policy framework. The proposed action will directly contribute to implementation of '20 deliverables for 2020' under the 'stronger society' priority area for cooperation in the EaP, by working together on investing in young people's skills, entrepreneurship and employability (deliverable 18).

Activities contribute to the creation of an open flow of knowledge and expertise between EU and Belarus, overcoming barriers and playing a key role in the transition to a knowledge-based economy and open society in Belarus. This area is among top priorities and it has been spelled further in the EaP policy forums and papers, such as Riga Priorities and '20 deliverables for 2020'.

Bilateral issues, among them the ones related to "Stronger Society" are further discussed in the EU-Belarus Coordination Group which meets twice a year and steers further development of relations. The EU remains committed to cooperate with Belarus to enhance democratic governance and to develop the responsiveness of the institutions to the citizen's needs.

### **1.3 Public Policy Analysis of the partner country/region**

The Belarus National Strategy of Sustainable Development till 2030 foresees the development of human capital as a key priority. EU-Belarus cooperation supports the implementation of the National Programme on Education and Youth Policy for 2016-2020, which aims at increasing accessibility of education and improvement of its quality according to the needs of innovative economy, information society, and educational needs of citizens.

The membership of Belarus in the Bologna Process promotes structured reforms of the higher education system in the country, its greater openness, internationalisation and commitment to academic freedom and fundamental values of the European Higher Education Area (EHEA).

Out of the 55 officially recognised higher education institutions, 45 are public and 9 private, and the vast majority of students attend public universities.

Education is one of the most important areas in laying the foundations for democracy, and the European Union fully acknowledges the key role of Belarusian young people in the democratisation process in Belarus. EHU is currently the only independent Belarusian university that allows Belarusian students to study such disciplines as world politics and economics, communication and media, international and European law (including human rights law), public policy with a focus on the needs of modern society and future European integration, historical and cultural studies (including gender studies), democracy and civil society, social and political philosophy, modern art, etc., without political interference. The political value of the EHU is therefore evident so long as the current situation in Belarus prevails.

### **1.4 Stakeholder analysis**

The EHU is a private institution of higher education operating in the European Union for Belarus on the basis of principles of institutional autonomy and standards of the European Higher Education Area.

EHU offers education and research in the humanities, social sciences and arts to undergraduate, graduate and post-graduate students, providing educational

possibilities both face-to-face (high residence), as well as on-line distance (low residence) studies.

In recent years EHU has been in the process of fundamental management reform. The purpose of this adaptation has been to make EHU more focused on strategic management, improvement of academic studies and life-long learning, research and arts activities, impact on national and regional development. This has resulted in the EHU obtaining (on 5 April 2019) new authorisation (licence) to conduct studies from the Ministry of Education, Science, and Sport of the Republic of Lithuania. The application was based on EHU Strategy 2019-2024 and its key priority — internationalization of the University.

## **1.5 Problem analysis/priority areas for support**

Continuous strengthening of EHU and its capacities is a prerequisite for the university to be able to offer high quality academic education for Belarusian students and to continue offering an academic environment relevant for the Belarus context. New technologies and the competitive curricular are also in the centre of the university development prospects expressed in the movement towards the implementation of new technologies in teaching and learning.

In academic year 2018/2019, up to 95% of all students are Belarusian citizens or permanent residents. Around 70% are female and 30% male students. The majority of EHU alumni resides and works in Belarus. The trend is clear: according to the recent data from the EHU Alumni Survey, 62.2% of EHU graduates live permanently in Belarus, where they returned to after graduation. Of the graduates 83.3% have permanent jobs, which fully or partly correspond to the direction of prior studies at EHU. University graduates are predominantly employed in the private sector (64.6%), non-governmental organizations (17.4%) and also public sector of Belarus (10.1%).

EHU offers undergraduate and graduate degree programmes in both “low residence” (i.e., distance learning) and “high residence” (on-campus) modes, as well as non-degree courses in the humanities and social sciences. Low residence students reside off-campus and participate in online courses, and a number of face-to-face meetings with instructors and fellow students. High residence students attend classes and live in Vilnius. Graduate courses at EHU are now delivered in a full-time blended-learning format, with classes on campus in Vilnius, as well as via distance learning technology. This teaching method provides graduate students with the flexibility that allows them to work while studying.

EHU has faced several challenges, and questions about the future of the University, even if many issues have been addressed over the last 1-2 years. EHU still plays an important role in providing Belarusian students with an attractive alternative to the education they can receive in Belarus, but remaining relevant is an issue that needs to be taken seriously. A restructuration of the academic programme has been carried out, but its impact will need to be assessed.

The EHU is relying heavily on international donors for funding. The EHU is for the time being dependent on the EU, SIDA and Lithuanian (including providing venue for the University) funding and support. Other alternatives, such as significantly

raised student fees to increase financial self-sufficiency, are not realistic in a situation where the EHU wants to offer students from Belarus education irrespective of their economic background.

## 2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
1. Reduced commitment of all donors to provide financial support to the EHU.	L	A clear strategic plan developed by the EHU which makes donors confident that the reform plan and foreseen activities of the university is on track, it is aligned with the sound and transparent budget and that the university remains relevant for potential students.
2. The university fails to attract Belarusian students.	L	A clear strategic plan developed and implemented by the EHU which would ensure that the university remains relevant for potential students.
3. The degrees awarded by the EHU are unlikely to be recognised in Belarus in the current political situation. Therefore, students might face difficulties finding a job related to their qualifications upon their return to Belarus.	M	This risk applies to state-run institutions. Other institutions might be keen on employing EHU graduates with up-to-date knowledge and skills. In addition, the distance learning section of the EHU allows for several EHU students to study in parallel at Belarusian state universities. Other students take a second degree with the EHU, following a degree with a state university and vice versa. The degrees from state universities can serve as the official degrees when these students apply for work in Belarusian state-run entities.
4. Administrative capacities of the university are insufficient to implement the strategic plan	L	New Rector has been hired at the EHU and other reforms have been carried out following recommendations from the Systems Audit carried out at the beginning of 2016.
<b>Assumptions</b>		
<ul style="list-style-type: none"> <li>• Strong political support to the EHU by existing donor remains in place and new donors could be attracted.</li> </ul>		

- Good co-operation within the donors' community.
- Commitment of the EHU Governing Board to provide strategic guidance for the university.
- Sound and transparent accounts of the EHU.
- Possibilities for teaching staff to further improve professional skills.
- The issue of recognition of the EHU diplomas in Belarus is mainly linked to political considerations and the fact that Belarus has been lagging behind in terms of adapting to the Bologna process standards. It is expected that this gap will be bridged as Belarus moves towards more democratic openness and towards European standards in the long-term.

### **3 LESSONS LEARNT AND COMPLEMENTARITY**

#### **3.1 Lessons learnt**

Since SIDA was entrusted the EU contribution to the EHU (under AAP 2014), SIDA has worked to help EHU stabilize operations and address weaknesses in its management and internal financial control. An efficiency audit contracted out in December 2015 gave the EHU a number of specific recommendations for how stronger management and internal control systems should be developed.

Recommendations made as a result of the Audit included actions to reform the Board and the way it works, as well as to activate the General Assembly of Part Owners. The implementation of these recommendations has started and progress has been made. This has resulted in structural changes at the EHU, hiring of new rector, EHU obtaining new authorisation (licence) to conduct studies and adopting 'Strategy for 2019-2024'. With these actions, a new trajectory for the development of the EHU has been established. This has allowed the admission of new students to the University and improved the prospects for a stable environment during their studies.

#### **3.2 Complementarity, synergy and donor co-ordination**

EU programmes:

- Mobility Scheme for Targeted People-to-People Contacts – MOST (Phase II) (EUR 4.5 million): This action provides for a continuation of the on-going MOST flagship project (first activities started in 2015), aims to facilitate direct people-to-people contacts between representatives of science & technology, entrepreneurship and innovation, culture, education, and health in the Republic of Belarus and their counterparts in Member States of the European Union. While these core sectors are the priority, other appropriate sectors are also considered, (e.g. social and human sciences, public health, information society, etc.), depending on the needs expressed by applicants.
- Erasmus programme –
  - *International Credit Mobility* supporting student mobility between 3 and 12 months and short-term academic staff mobility in both directions. Under the projects selected in 2015-2018 calls, over 1500 Belarusian students and staff members have been supported for their academic mobility to Europe. The projects have offered as well nearly



750 mobilities from Europe to Belarus. The main partners for academic exchanges are Spain, Germany, Poland, Czech Republic and Latvia.

- *International Degree Mobility* providing scholarships to excellent students through Joint Master Degrees. Scholarships and fellowships are awarded on the basis of excellence. In 2014-2018, 21 Erasmus+ scholarships have been awarded to Master students from Belarus.
- *Capacity Building Projects* to support modernisation agenda of higher education (curriculum development and modernisation, joint or double degrees, new diploma, modern teaching and learning practices, upgrading of facilities and equipment, improving university governance, promoting Bologna-related reforms and creating better links between higher education and the world of work). In 2015-2018 calls, 17 projects amounting to EUR 15 million have been funded to support capacity building of Belarus higher education institutions. They aim at modernising curricula, improving library services, enhancing entrepreneurship and relations with the economic environment, developing internationalisation strategies and quality assurance. One of the supported Capacity Building projects - FOSTERC - focuses entirely on the Belarusian Higher Education and is a great occasion to address structured reforms in the country required the Belarus Roadmap for Higher Education Reforms.
- Jean Monnet Actions promote excellence in teaching and research in the field of European Union studies worldwide (Modules, Chairs, Centres of Excellence), to foster the dialogue between the academic world and policy-makers (Networks, Projects) and to support institutions that enhance teacher and training activities. In 2014-2018, 6 actions were selected for funding.
- The ongoing Employment, Vocational Education and Training programme (VET) is the biggest EU education programme in Belarus. The programme aims at improving employment perspectives of young and adult population through establishing better links between VET providers and the labour market. Under the VET programme, the EU supports the creation of 6 resource centres in Belarus. One of them is "EcoTechnoPark – Volma" training centre on energy, energy efficiency, environmental protection, green technology application and dissemination. The centre will enable trainees to develop their skills, knowledge and competences for operating with the latest resource efficient processes and technologies.
- The regional EU4Youth programme (first phase ongoing; second phase to start in early 2020) aims to improve youth employment and participation in society by fostering their entrepreneurial potential and helping them develop indispensable skills for the labour market. Belarus is currently taking part in three EU4Youth grant projects launched in 2018 to support jobs and entrepreneurship among disadvantaged youth, as well as in 8 capacity-building projects.

Other donors:

- The World Bank is currently preparing a Tertiary Education Project (TEP) which will focus, inter alia, on infrastructure investments and digitalization in tertiary education but also on other innovations in teaching and learning and on the implementation of the Bologna Process, by supporting the development of university-internal and external quality assurance. Envisaged focus of the TEP: The new project will go hand-in-hand with a loan of at least USD 50 million. A large share of the loan will be devoted to infrastructure investments – supporting in particular entrepreneurial and regional universities – as well as digitalization in connection with modernization of teaching and learning. The project is expected to become effective in 2020.
- The World Bank also implements the grant received from United Kingdom that focuses on the development of a graduate tracking system proposal and guidance on the development of learning outcomes.

## **4 DESCRIPTION OF THE ACTION**

### **4.1 Overall objective, specific objective(s), expected outputs and indicative activities**

The **overall objective** of EU support to the EHU is to boost democratic development in Belarus by giving young Belarusians access to independent higher education.

The **specific objectives** of the project are as follows:

- To provide education and training for young Belarusians in an environment of academic and political freedom through the EHU;
- To provide education geared specifically to enabling the target group to develop democratic values in Belarus;
- To contribute to changing social norms and combating gender stereotypes in Belarusian society through education;
- To contribute to the education, housing and subsistence of Belarusian students throughout their studies (maximum 4 years);
- To provide support to the EHU in pursuing the long-term sustainability in close coordination with the other donors and in line with the EHU's strategy 2019-2024.

The **project** is expected to have the following **results**:

- The EHU is able to provide and attract students to education in various academic disciplines at Bachelor, Master and PhD level for Belarusian students;
- The long-term sustainability of EHU is improved;
- The EHU is able to achieve strategic goals as identified in the 'Strategy 2019-2024'.

### **4.2 Intervention Logic**

The Action is aimed at supporting and developing the capacity of the EHU to implement its activities and creating the necessary conditions for giving young

Belarusians access to independent higher education. It will be achieved through contributing to the university's running costs of BA, MA degree and PhD programmes and through contribution to housing and subsistence of Belarusian students. Actions will also include campaigns and mentorship actions to attract both girls and boys from all walks of life to higher education.

Foreseeing EU's continued support until end of academic year 2020/2021 will improve the predictability of the university's funding, thus easing the mid-term planning of the university. It may also encourage other donors to make longer term funding commitments, considering that the Commission is EHU's biggest donor and its long-term commitment may serve as a positive sign to other donors.

The EU support to the EHU will also allow the university to align the budget with strategic goals of the university. In this way the EHU will be able to move towards a more stable, longer-term plan of development.

### **4.3 Mainstreaming**

Fundamental human rights and gender equality issues will be mainstreamed mainly through two centres which are established within the EHU.

The Center for Constitutionalism and Human Rights was established at EHU in 2012. Activities of the Centre focus primarily on research, assessment, and consultations in the sphere of establishing constitutional law and order, the system of legal values and securing human rights in East-Central European and CIS states, as well as assisting EHU's academic structures in preparing legal professionals in constitutional relations and human rights in the region. The Centre's activities aim at fostering development of legal culture and establishing the legal state and civil society institutes in Belarus, Moldova, Russia, and Ukraine, among other CIS states, via implementing the activities in three fields:

- Educational: As part of EHU's academic programs, the Centre participates in educating EHU students about the practical aspects of the international protection of human rights, including gender equality and securing constitutional law and order.
- Practical (Applied): As part of the Legal Clinic, the Centre acts as a representative for applicants to the European Court of Human Rights and the UN Human Rights Committee (by our own efforts or in collaboration with nongovernmental organizations and lawyers), including the filing of complaints. The Centre also assists advocates and lawyers of nongovernmental organizations in the most important national-level cases. It monitors the situation in the sphere of constitutionalism and human rights in East-Central Europe and CIS states, as well as acts as *amicus curiae* in the European Court.
- Research and examination: On a regular basis, the Centre studies and examines the situation with constitutional law and order, as well as legislation containing the norms on human rights and gender equality in East-Central Europe and CIS states. It provides recommendations on developing

legislation and legal practices across the region, bringing them in line with European and other international legal standards.

Centre for Gender Studies at the EHU is an intellectual space bringing together professionals from various fields of social sciences and humanities, who work with the category of gender as a mechanism for power distribution. The Centre is a community of researchers and activists who view gender studies not only as a promising area of knowledge, but also as an opportunity to change the world for the better. In 2000, the Centre launched the first and the only graduate program in Gender Studies in the CIS states with Russian as the language of instruction. Since 2005, the MA program in Gender Studies operates in Vilnius. The graduates are awarded the Master of Arts in Sociology degree, with a focus on gender studies.

#### **4.4 Contribution to SDGs**

This intervention is relevant for the 2030 Agenda. It contributes primarily to the progressive achievement of SDG 4. Also SDGs 5.5 (ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life) and 8.6 (by 2020 substantially reduce the proportion of youth not in employment, education or training) are targeted.

### **5 IMPLEMENTATION**

#### **5.1 Financing agreement**

In order to implement this action, it is not foreseen to conclude a financing agreement with the Republic of Belarus.

#### **5.2 Indicative implementation period**

The indicative operational implementation period of this action, during which the activities described in section 4 will be carried out and the corresponding contracts and agreements implemented, is 36 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Decision and the relevant contracts and agreements.

#### **5.3 Implementation modalities**

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures<sup>3</sup>.

##### ***5.3.1 Indirect management with a Member State Agency (Swedish International Development Cooperation Agency (SIDA))***

This action may be implemented in indirect management with Swedish International Development Cooperation Agency (SIDA). This implementation entails management

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<sup>3</sup> [www.sanctionsmap.eu](http://www.sanctionsmap.eu) Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

of EU contribution to the European Humanities University. The envisaged entity has been selected using the following criteria: administrative capacity and experience in implementation of complex and large education programmes in the EaP region. SIDA has a proven long-term commitment to supporting the EHU by being the biggest EU Member State donor to the university, and is very active in donor co-ordination on the EHU. As one of the most active donors, SIDA has also been very closely following up developments of the EHU in the past years that led to a management reform of the university.

If negotiations with the above-mentioned entrusted entity fail, this action may be implemented in direct management in accordance with the implementation modalities identified in section 5.3.2.

### ***5.3.2 Changes from indirect to direct management mode due to exceptional circumstances***

If negotiations with the above-mentioned entrusted entity fail, the respective part(s) of this action may be implemented via service contract. The service contractor will be identified in line with procurement rules defined in the Practical guide on contract procedures for European Union external action (PRAG)<sup>4</sup>. In this way the objectives to be achieved by this implementation modality refer to all specific objectives identified in section 4.1.

## **5.4 Scope of geographical eligibility for procurement and grants**

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

## **5.5 Indicative budget**

	<b>EU contribution (amount in EUR)</b>	<b>Indicative third party contribution, in currency identified</b>
- Indirect management with Swedish International	<b>2.400.000,00</b>	N.A.

<sup>4</sup> <http://ec.europa.eu/europeaid/prag/document.do?nodeNumber=3>

Development Cooperation Agency (SIDA)		
<b>Total</b>	<b>2.400.000,00</b>	<b>N.A.</b>

## 5.6 Organisational set-up and responsibilities

The action will be implemented in indirect management with SIDA. The coordination meetings between SIDA, the EU and the EHU will be carried out on a regular basis. Coordination meetings with other donors will take place at least once per year.

## 5.7 Performance and Results monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the Logframe matrix (for project modality) or the partner's strategy, policy or reform action plan list (for budget support).

SDGs indicators and, if applicable, any jointly agreed indicators as for instance per Joint Programming document should be taken into account.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

## 5.8 Evaluation

Having regard to the nature of the action, evaluation will not be carried out for this action or its components.

In case an evaluation is not foreseen, the Commission may, during implementation, decide to undertake such an evaluation for duly justified reasons either on its own decision or on the initiative of the partner.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

The financing of the evaluation shall be covered by another measure constituting a financing Decision.

## **5.9 Audit**

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

The financing of the audit shall be covered by another measure constituting a financing Decision.

## **5.10 Communication and visibility**

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

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country (for instance, concerning the reforms supported through budget support), contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and delegation agreements.

The Communication and Visibility Requirements for European Union External Action (or any succeeding document) shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

**APPENDIX - INDICATIVE LOGFRAME MATRIX FOR SUPPORT TO THE EUROPEAN HUMANITIES UNIVERSITY – PHASE IV**

	<b>Results chain: Main expected results (maximum 10)</b>	<b>Indicators (at least one indicator per expected result)</b>	<b>Sources of data</b>	<b>Assumptions</b>
<b>Impact (Overall Objective)</b>	The overall objective of EU support to the EHU is to boost democratic development in Belarus by giving young Belarusians access to independent higher education.	<p>Number of EHU graduates returning to Belarus and participating in the civic life through their work in NGOs, business, media, state institutions, etc.</p> <p>Number of students (disaggregated by sex) enrolled to EHU educational programmes per academic year.</p> <p>Belarus' progress in implementing the SDG 4 (Quality Education), and also contributing towards achievements of SDGs 5.5 (ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life) and 8.6 (by 2020 substantially reduce the proportion of youth not in employment, education or training).</p>	Official data from the EHU surveys and reports.	<i>Not applicable</i>
<b>Outcome(s) (Specific Objective(s))</b>	<p>To provide education and training for young Belarusians in an environment of academic and political freedom through the EHU.</p> <p>To provide education geared specifically to enabling the target group to develop democratic values in Belarus.</p> <p>To contribute to changing social norms and combating gender stereotypes in Belarusian society through education.</p> <p>To contribute to the education, housing and subsistence of Belarusian students throughout</p>	<p>Number of students (disaggregated by sex) enrolled to EHU educational programmes per academic year.</p> <p>Number of academic programmes provided by the EHU geared towards the development of Belarusian society.</p>	<p>EHU reports.</p> <p>EHU alumni survey.</p> <p>Adopted academic programmes.</p> <p>EHU 'Strategy 2019-2024' and implementation progress reports.</p>	<p>Strong political support to the EHU by donor countries remains in place.</p> <p>Sound and transparent management of donors' funds and transparent flow of information on each donor's contribution.</p>



	<p>their studies (maximum 4 years).</p> <p>To provide support to the EHU in pursuing the long-term sustainability in close coordination with the other donors and in line with the EHU's strategy 2019-2024.</p>		Financial and other reports of the EHU.	Good co-operation within the donors' community.
<b>Outputs</b>	<p>The EHU is able to provide and attract students to education in various academic disciplines at Bachelor, Master and PhD level for Belarusian students.</p> <p>The long-term sustainability of EHU is improved.</p> <p>The EHU is able to achieve strategic goals as identified in the 'Strategy 2019-2024'.</p>	<p>Number of students (disaggregated by sex) enrolled to EHU educational programmes per academic year.</p> <p>Number of academic programmes provided by the EHU.</p> <p>EHU's budget is in balance.</p>	<p>Financial and other reports of EHU.</p> <p>EHU 'Strategy 2019-2024' and implementation progress reports.</p> <p>Adopted academic programmes.</p>	<p>Commitment of the EHU Governing Board to provide strategic guidance for the university.</p> <p>Sound and transparent accounts of the EHU.</p> <p>Continued donor support.</p>