

ANNEX 3

of the Commission implementing Decision on the special measure 2014 in favour of Jordan for the Syria crisis to be financed from the general budget of the European Union

Action Document on the provision of Higher Education to Syrian youth affected by the crisis in Syria and in Jordan

1. IDENTIFICATION

Title/Number	Provision of Higher Education to Syrian youth affected by the crisis in Syria and in Jordan CRIS number: ENPI/2014/037-732		
Total cost	Total estimated cost: EUR 8 million Total amount of EU budget contribution EUR 8 million		
Aid method / Management mode and type of financing	Project Approach Direct Management (grants and procurement of services).		
DAC-code	11420	Sector	Higher Education

2. RATIONALE AND CONTEXT

2.1. Summary of the action and its objectives

As a result of the civil war in Syria there is a large influx of Syrian refugees into Jordan, Lebanon and other countries and also a large number of internally displaced people (IDPs). In September 2014, and according to United Nations High Commission for Refugees (UNHCR), the figures are 613,252 refugees have been registered in Jordan, 1,176,971 in Lebanon, 832,527 in Turkey; 215,309 in Iraq and 135,030 in Egypt and 6.4 million IDPs inside Syria. In Jordan and Lebanon, the additional cost due to the hosting of an increasing number of Syrian refugees led to increase in deficits and public debt. The cost of water, energy and hosting of Syrian refugees are the most pressing issues weighing on public finances in all neighbouring countries.

One of the main disruptions caused by the crisis and displacement is in the education sector, with the United Nations Children's Fund (UNICEF) estimating 3 million Syrians not being able to attend school, vocational training or university. So far, all support in the field of education has been targeted to the age group 6-18. The age group 18-25 has been mostly forgotten, while they should be the prime targets of the No Lost Generation campaign from UNICEF.

The overall objective of this regional pilot project is to provide services allowing Syrian IDPs and refugees in Jordan, Lebanon and Syria to undertake higher

education studies. The specific objectives focus on the following specific components:

- 1: The delivery of a language and academic skills programme;
- 2: The delivery of programmes of higher education in Jordanian higher education institutions;
3. The organisation of distance learning and further education;
4. Setting up a structured (online) mechanism to improve access to further and higher education.

2.2. Context

2.2.1. Country context

2.2.1.1. Economic and social situation and poverty analysis

The Syrian conflict is having a devastating and lasting impact on Syria and across the region. With the conflict entering its fourth year, the needs of the affected populations are of an unprecedented scale. Approximately 9.3 million people are in need of assistance in the region (equating to over 40 % of the Syrian population) including 6.5 million people that are internally displaced and over 2.8 million Syrians have registered as refugees in neighbouring countries. It is estimated that the number of conflict-related deaths has surpassed 150,000 individuals with one million people having been wounded.

Jordan is a stable country in a troubled region. It has a small economy with no oil or gas resources and an estimated population of approximately 7 million, augmented by a growing number of refugees from Syria. It is classified as an upper middle-income country, with a widening gap in income distribution. Despite many efforts to engage in economic stabilisation and liberalisation, the country faces real economic and social challenges. Sluggish economic growth (2.9% in 2013), high energy/food subsidies, the intensification of the Syria crisis and a bloated public sector workforce, put additional pressure to Jordan's chronically high fiscal and external deficits. Against this adverse environment, macroeconomic stability has been supported by prudent fiscal and monetary policies, as well as by direct budget support by the international community. As a result, the fiscal account recorded a deficit of 11.3% of GDP in 2013 while the current account recorded a deficit of 9.8% of GDP in the same year. However, the economic situation appears improved in 2014 as Jordan's gross domestic product (GDP) grew by 3.2% in the first quarter of 2014, compared with 2.6% in the same period last year, according to Department of Statistics (DoS).

As a result of the significant intensification of the influx of Syrians refugees settling in Jordan, the public service sector is even more strained and the refugees' humanitarian and non-humanitarian needs are increasingly high.

Sector context: policies and challenges

The Government of Jordan has put several measures in place to support the Syrian refugees, including allowing their children and students to enrol in public schools. Such measures however result in a number of challenges which can jeopardise the

quality of education in Jordan. Part of these key challenges is about being able to welcome additional students, reintegrate students that dropped out of school, and provide them with psycho-social support. In July and August 2014 some 900 students have applied for 100 DAFI (*Deutsche Akademische Flüchtlings Initiative Albert Einstein*) scholarships which are managed by UNHCR in Jordan and Lebanon, having been funded by a private donor (Said Foundation) in England with some EUR 1.3 million. There's no indication whether this project includes a subsistence allowance.

Access to the higher education system in Jordan itself is at present very difficult for Syrian refugees since there is a general competition on the basis of merits and many universities have a system of specific quota which only applies for Jordanians. In addition, many universities in the private sector – that are in principle accessible for Syrians – request fees that are unsustainable for Syrian refugees. It should be noted that any permanent in-country solution proposed to Syrian refugees in Jordan would have to be accessible in a reasonable proportion for underprivileged students from the Jordanian host communities as well.

However no EU support has been arranged in the field of higher education so far and this project is the first of its nature, while at the same time it will be able to serve as a pilot for a much larger intervention which is foreseen by the Commission to take shape in the course of next year.

Thus, the present action aims to support access to higher education services and in particular help Syrian students to reintegrate the education system by providing them with language trainings, university readiness programmes, higher education at Jordanian universities, access to higher education programmes funded both through the EU supported Erasmus+ programme and through bilateral initiatives funded by EU Member States, in particular the Ministry of Foreign Affairs in Finland and the German Ministry for Development Cooperation, distance education and accompanying coaching programmes and study grants. Besides, it aims at helping Syrian IDPs who cannot access or dropped out of formal education because of the crisis to find new opportunities to continue higher and further education in Syria or in neighbouring countries.

The EU is active in the field of higher education through the Erasmus+ programme (replacing the previous Erasmus Mundus and Tempus programmes together) in Lebanon, Jordan and Syria. This programme aims at supporting the modernisation of higher education systems in partner countries (capacity building) and at financing the mobility of students and staff between European and partner countries (both credit and degree mobility). In 2014 it was decided to add a special window worth EUR 5 million to enhance capacity building for Jordanian institutions, including a mobility strand. In addition, an action line of EUR 5 million was launched in 2013 under Erasmus Mundus to support mobility of the Syrian refugee students through scholarships and capacity building programmes with Syrian higher education institutions. In Jordan, the EU support aims to alleviate pressure on the host communities by supporting education of Syrian refugees. The implementing partners are the Ministry of Education, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNICEF. The fruit of this investment in secondary education will translate itself in the next years into an increasing major demand for higher education under the future Syrian refugee graduates of the secondary education system.

It should be noted, though, that the components of the programme implemented in Jordan also target vulnerable Jordanian students in host communities. Jordan is hosting today over 600,000 Syrian refugees what is provoking a considerable burden on Jordanian host communities and their access to basic social and economic services. This also creates tension between communities.

The regional component of the programme focuses on implementing on a smaller scale the activities in Lebanon and Syria, particular in the field of language and academic skills training. Future development is foreseen to reach even more Syrian actual or potential students at a regional level through the setting up of a structured (online) mechanism accessible to those who cannot access or dropped out the formal system for higher or further education because of the crisis. This may be added to the present project through a future modifying Decision.

Target group

A large number of Syrian students have either been displaced inside Syria or fled the country and have settled down in neighbouring countries, the majority in Turkey, Lebanon and Jordan. They are the prime target group of this intervention. No specific statistical data is available but some assumptions can be made. On the basis of data provided by UNHCR the age group between 18 and 25 totals 258,000 among all refugees, and in Jordan and Lebanon amounts to some 195,000. If some 10% were involved in forms of higher or further education, the total target group is some 25,000 students. Syrian Persons of Concern (PoC) age between 18 and 25 as of 31 January 2014 is showed in the table below.

Syrian PoC Age between 18-25 as of 31/01/2014

Country	Age (18-25)		Total
	Female	Male	
Egypt	9,960	10,767	20,727
Iraq	13,119	28,694	41,813
Jordan	46,652	40,474	87,126
Lebanon	66,479	42,016	108,495
Total	136,210	121,951	258,161

In Jordan some students have voluntarily registered with UNHCR in the biggest refugee camp, Zaatari, but many remain unregistered in host communities.

On the basis of extrapolation the total number might be around 15,000 students (Zaatari hosts some 20% of the overall Syrian refugee population in Jordan, the total number is extrapolated). The need is more imminent since there are Syrian pupils which already finalised their secondary education in Syria but didn't yet enrol in tertiary education, and it might be expected that there are some 300 Syrian refugee pupils now in the last phase of their secondary education (alone in Zaatari some 60 students prepared for their school-leaving exam - since this is 20% of the refugee population, the total number may be extrapolated to some 300). This figure is likely to increase substantially in the coming years. Several Syrian pupils currently at the

end of their secondary cycle are raising the question of further studies beyond the Tawjihi¹.

According to the Secretary General of the Ministry of Higher Education, in January 2014 around 900 Syrian students are registered at Universities in Jordan. However, it is not clear what the baseline was before the Syrian crisis, so it cannot be deduced if there was a pre-existing trend to study at Jordanian universities and whether this has increased during the crisis.

Background

Two recent studies highlight a number of challenges and recommendations in the implementation of (higher) education². They are:

- Students are present in major refugee population centres;
- Syrian students are prepared to make sacrifices to continue their studies (e.g. travel);
- Placement at Jordanian universities is a first option despite the fact that tuition, fees and cost of living are high in Jordan;
- Compatibility between degree programmes across educational systems in Jordan and Syria;
- Lacking of documents/official documentation and the cost to obtain them is sometimes complicated for Syrian students;
- University-aged in Zaatari appear to have the fewest options for pursuing future study;
- There is limited internet access in camps, so special measures are necessary in this field;
- Donors should provide subsistence assistance to Syrian refugee students;
- Most of refugee academics are considering returning to Syria so a regional programme might be the best solution for them to have easier way of travelling to Syria;
- There is a specific interest for vocational courses;
- It is important to ensure that programing also supports host communities;

¹ This is the final examination at secondary school level.

² In 2013 a study was published by the Davis Human Rights Initiative from the Institute for International Education of the University of California about the 'Syria's Refugee University Students and Academics in Jordan'. In September 2014 a study was published 'Ensuring quality education for young Syrian refugees from Syria, a mapping exercise by the Refugee Studies Centre, Oxford Department of International Development (University of Oxford).

2.3. Lessons learnt

- Experience from the formulation process regarding the EU-funded support to employment, technical and vocational education training (E-TVET) shows that the number of involved institutions should be kept as low as possible in order to avoid fragmentation and also in the interest of facilitating easy management.
- The interventions of EU agencies, member states and other development actors should be coordinated as much as possible, as per the examples of Germany and Finland.
- Furthermore, in crisis situations, tangible and quick results are critical for building confidence in national institutions. Most of the education programmes responding to the Syrian crisis target refugee communities and are mostly implemented by the Ministry of Education, supported by United Nation agencies and international NGOs.
- The EU assistance programmes should reflect the benefits of an approach that targets not only the direct beneficiaries (Syrian refugees) but also host communities. For this reason the programme is in the host communities also open for vulnerable Jordanian nationals.
- Several studies point out that donors should engage the Jordanian private and NGO sector to provide assistance to Syrian refugees.

2.4. Complementary actions

The EU supports basic education, youth programmes, vocational education and higher education in Jordan, Lebanon and Syria. The European Union is also one of the most significant partners to the Ministry of Education and UNICEF, in supporting the education sector in Jordan during the Syrian refugee crisis.

With more than EUR 30.6 million of funding to UNICEF over the past two years, the EU has provided learning opportunities for children in refugee camps at public schools and informal education centres across the country. The EU is also funding the provision of education and psychosocial support to Syrian children inside Syria through a EUR 15 million programme, managed by UNICEF in the field. UNESCO is implementing a EUR 4.4 million project to support Non Formal Education (NFE) and teacher training³.

The EU has been supporting the Ministry of Education in Jordan in the period 2011-2014 through a budget support programme with a value of EUR 30 million (Support to the Second Phase of the Education Reform⁴). This is focused on strengthening pre-school education, teacher training programmes and the construction of school buildings. A separate capacity development programme of EUR 3 million covers the development of an Education Management Information System (EMIS).

³ C(2012) 3815 of 7 June 2012 and C(2012) 9360 of 14 December 2012.

⁴ C(2011) 5702 of 11 August 2011 and additional funds allocated through the Support for Partnership, Reform and Inclusive Growth (SPRING) programme, C(2011) 6828 of 26 September 2011.

The intervention has been topped up in 2013 with EUR 30 million⁵ to cover the costs of Syrian refugees in the public education system in host communities and in the camps for the school years 2013-2014 and 2014-2015. The EU support aims to increase access to formal education of 70,000 Syrian students and non-formal education to youth and adults from Syria and Jordan.

Parallel to this initiative a new project has been prepared in the field of education in supporting the Ministry of Education through a budget support programme of EUR 45 million to cover for the increased numbers of Syrian refugees in the education system for the school years 2015-2016 and 2016-2017. It will include EUR 2 million for complementary activities.

In 2014 a new EUR 52 million budget support programme has been designed and approved by the European Commission to support the employability of Jordanian students⁶. The programme specifically aims to improve the efficiency and effectiveness of the education, higher education and vocational training systems in Jordan.

Moreover, in the field of higher education the EU support has been channelled through the Tempus and Erasmus Mundus programmes, which has now been replaced by the Erasmus+ programme. An action line of EUR 5 million was launched in 2013 under Erasmus Mundus to support mobility of the Syrian refugee students through scholarships and capacity building programmes with Syrian higher education institutions. Jordanian higher education institutions will be able to apply for capacity building projects through Erasmus+ and an additional EUR 5 million window for Jordan only is being prepared. They will also be able to sign inter-institutional agreements with European higher education institutions for organising mobility of students and staff. Syrian students registered in Jordanian universities can benefit from this possibility (3 to 12 months mobility) or apply to Joint Master Programmes (full degree abroad).

Hundreds of Jordanian and Syrian young people have benefited from the Youth in Action programme over the last years. This activity will be further supported by Erasmus+. Additionally, the EuroMed Youth programme⁷, aims at the promotion of youth projects through study visits and voluntary work in Jordan and Lebanon.

As for EU Member States ongoing or future support, the EU Delegation in Amman has contacted several of them, mainly the German *Bundesministerium fuer Zusammenarbeit* (BMZ) and the Finish Higher Education Cooperation, Erasmus+ International Contact Point (CIMO). The BMZ has indicated that a EUR 8 million package is being prepared to serve education to some 450 students in short, medium and degree courses. The latter would be provided by the German Jordanian University, which explains the interest from their side in the outcome of the first phase of the course. The Higher Education Cooperation Centre for International Mobility CIMO, in Finland is discussing currently an option to make funds available to have Syrian refugee students coming to Finland for study.

⁵ C(2013) 6380 of 27 September 2013.

⁶ C(2014) 5983 of 26 August 2014.

⁷ C(2013) 7623 of 12 November 2013.

In July and August 2014 some 900 students have applied for 100 DAFI scholarships which are managed by UNHCR in Jordan and Lebanon. The original funding comes from a private donor (Said Foundation in England).

2.5. Donor coordination

In Jordan, donor coordination of aid in relation to the Syrian crisis is driven by a number of working groups which are particularly active as a result of the Syrian crisis, which is now also driving the development agenda of the country, mainly the Jordan Response Platform to the Syrian Crisis (JRPSC) which has been enacted in September 2014. The Platform provides 11 thematic working groups on health, education, livelihood and municipal services etc. The EU Delegation leads the working group on the employment/livelihood sector.

Separate coordination meetings take place in the framework of budget support programme in the education sector (World Bank, the Canadian International Development Agency, the United States Agency for International Development - USAID). This working group also discusses the support to Syrian refugees in the field of basic education.

The EU is the biggest donor for actions on education implemented inside Syria and the neighbouring countries. The EU Delegation to Syria coordinates with the donors and organisations active in the sector.

3. DETAILED DESCRIPTION

3.1. Objectives

The overall objective is to provide higher education to Syrian students affected by the crisis in Jordan and the neighbouring countries.

The specific objectives are:

1. To deliver language and academic skills of Syrian refugee students and disadvantaged Jordanian students in host communities affected by the crisis;
2. To deliver regular higher education programmes to Syrian refugee students and disadvantaged Jordanian students in host communities;
3. To deliver programmes for distance learning and further education to Syrian refugee students and disadvantaged Jordanian students in host communities;
4. To improve access to higher education of Syrian students (in Jordan, Lebanon and Syria) as well as Jordanian students from host communities affected by the crisis through enrolment in higher education and distance learning provision.

The EU response and strategy

The EU response is aimed to provide higher education to a large number of Syrian students in Jordan, Lebanon and Syria who have interrupted their studies. Most of the activities will be implemented in Jordan, with some smaller trainings taking place in Lebanon and following the strategy outlined below.

First phase: (funded under component 1), an information campaign will be organised in the camps and host communities for disadvantaged Syrian and Jordanian students in Jordan as well as in Lebanon and Syria. Interested students will be registered and selected for the language and academic skills programme. The student takes a 12 week general course which provides a general introduction into academic skills and English (alternatively German or French⁸). The first phase targets some 3300 students in Jordan, Lebanon and Syria⁹. This course will provide students with an IELTS (International English Language Testing System) exam¹⁰, or a similar equivalent in German and French, which is a prerequisite to study in Jordan or Europe. The course will also work as a selection mechanism for the next phase whereby it is assumed that many students will not continue with their programme or drop out for various reasons: socio-economic, migration or return to Syria.

Second phase: the remaining group of students will be selected according to the academic performance, motivation as well as background. This will lead to a division of student population into different three target groups:

- a) Around 250 students to pursue their interrupted study at Jordanian universities for a period of 2.5 years (funded under component 2);
- b) Around 500 students may continue under a scholarship programmes which will be funded in 2015 by EU Member States (outside the scope of this programme, for now only organised by Germany and Finland);
- c) Around 400 students who will follow distance education programmes leading to a degree and a group of 400 students who opt for short Massive Open Online Courses (MOOC) (funded under component 3).

3.2. Expected results and main outputs

The project is a pilot and aims to end its recruitment activities in the academic year 2015-2016, when the last cohort of students is selected for the second phase.

The expected results are:

1. The delivery of a language and academic skills programme for students in Jordan, Lebanon and Syria;
2. The delivery of initial higher education at Jordanian universities;
3. The delivery of programmes for distance learning and further education;
4. The delivery of short courses in Arabic through so-called MOOCs.

The main activities are:

⁸ These two languages have been selected since the German Government is preparing for a large scale intervention in the field of higher education. Currently the French Government is considering support in this field, while French is widely spoken in Lebanon. In case sufficient interest exists for other EU languages, the programme is flexible enough to organise separate courses.

⁹ See paragraph 3.2: it is foreseen to train 2500 students in English language in Jordan, 250 in Lebanon and 250 inside Syria and 150 students in French and 150 students in German courses.

¹⁰ English is widely used in teaching at the public universities in Jordan.

1. Component 1: language and academic skills training course.
 - a. To inform, provide and select students for the language and academic skills training course;
 - b. To deliver the language and skills training course in Jordan in English language for 2500 Syrian and disadvantaged Jordanian students in the age group 18-25 who aim to pursue their academic career, as well as 300 students in French and German languages;
 - c. To deliver language and academic skills programmes in English in Syria and Lebanon of each to around 250 students; whereby the curriculum is based on the Jordan pilot project and the course for IDP students;
 - d. To coach students during a 12 week intensive course;
 - e. To provide International English Language Testing System (IELTS) examination for English and comparable French and German examinations for students of the language and academic skills courses.
2. Component 2: higher education.
 - a. To select of up to 250 best performing and motivated students for a study of up to 2,5 years, initially at the higher education institutions Yarmouk University and the German Jordanian University;
 - b. To prepare and assist students following the higher education programme;
 - c. To provide financial support to the selected students following the higher education programme in the universities.
3. Component 3: distance learning and further education.
 - a. To select around 800 highly performing and motivated students, of whom 400 will follow distance education programmes leading to a degree and 400 who have opted for short Massive Open Online Courses (MOOC);
 - b. To coach (online) students for the degree courses and online short courses referred to in component 3a.

3.3. Risks and assumptions

The main risks and assumptions are:

Risks:

- Intense increase in number of Syrian refugees jeopardises the capacity of the Government of Jordan and partners to respond.
- Compromised in-country peace and stability.
- Students have lack of resources through which they are forced to take up other activities.

Assumptions:

- The Government of Jordan maintains its policy to accept Syrian refugees in the national public education system.
- The Government of Jordan allows Syrian students from Lebanon or Syria to enter the country and be enrolled in Jordanian universities.
- Active coordination among the main stakeholders remains throughout the programme.
- Sufficient large numbers of students are registered.
- Pull factors to work or move back to Syria or to other countries or Europe will influence a large number of students and end their participation in any study programme.
- The students will be able to provide papers for their study and/or the universities will be able to organise competency exams to assess the level of the student.
- The arrangement of study places (and not individuals) at Jordanian universities, which allows for easy replacement procedures in case a student drops out of the system.

3.4. Cross-cutting issues

- ***Human rights:*** Access to (higher) education is a fundamental right; it provides a safe environment for children and youth, in particular in conflict situations. Therefore this action aims to ensure that vulnerable and displaced youth can continue accessing education.
- ***Gender equality promotion:*** At all phases of the programme the focus will be on achieving a gender balance. Girls in particular face significant barriers to accessing and completing education. The programme intends to address the unequal quality and relevance of the education and training and ensure an equal balance between male and female students. It will also contribute to the prevention of early marriage by offering a learning route for young Syrian women.
- ***Mobilisation against extremism:*** Education is a driver of inclusive growth and poverty reduction. Providing youth with quality learning environments is essential in order to prevent students from dropping out of school, allow them to reintegrate a group as well as society. Thus, youth are less vulnerable, easily influenced and less inclined to fall into the trap of extremism.

3.5. Stakeholders

The main beneficiaries are students from Syria and from host communities in Jordan and their parents, as well as Jordanian universities and Higher Education Institutions.

There are a number of agencies of EU Member States and NGOs as well as Jordanian organisations such as Talal Abu Ghazaleh organisation and the Edraak

Initiative from the Queen Rania Foundation, who have experience in working to ensure the provision of non-formal and skills oriented training to Syrians and disadvantaged youth in host communities.

4. IMPLEMENTATION ISSUES

4.1. Financing agreement

In order to implement this action, it is not foreseen to conclude a financing agreement with the partner country, referred to in Article 184(2)(b) of Regulation (EU, Euratom) No 966/2012.

4.2. Indicative operational implementation period

The indicative operational implementation period of this action, during which the activities described in sections 3.2 and 4.3 will be carried out, is 60 months from the date of entry into force of the financing agreement or, where none is concluded, from the adoption of this Action Document, subject to modifications to be agreed by the responsible authorising officer in the relevant agreements. The European Parliament and the relevant Committee shall be informed of the extension of the operational implementation period within one month of that extension being granted.

4.3. Implementation components and modules

4.3.1. Procurement (direct management) for components 1 and 3

	Type	Indicative number of contracts	Indicative trimester of launch of the procedure
Provision of language and academic skills training under component 1	services	1	First quarter 2015
The provision of distance education through Jordanian organisations under component 3	services	1	First quarter 2015

4.3.2. Grants: call for proposals for the provision of initial higher education at Jordanian universities (direct management) for component 2

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

The objective of the grants will be to deliver regular higher education programmes in Jordanian universities to Syrian refugee students and disadvantaged Jordanian students in host communities. The expected results are outlined in section 3.2.

- (b) Eligibility conditions

In order to be eligible for a grant, potential beneficiaries should comply with the following non-exhaustive conditions:

- be a legal person, and
- be non-profit-making, and
- be a specific type of organisation such as: non-governmental organisation, public sector operator, economic operator, local authority, international (inter-governmental) organisation as defined by Article 43 of the Rules of Application of the EU Financial Regulation, and
- be established in a Member State of the European Union, or in another country eligible according to Regulation (EU) No 232/2014 ("ENI Regulation"). This obligation does not apply to international organisations.

(c) Essential selection and award criteria

The essential selection criteria are financial and operational capacity of the applicant.

The essential award criteria are relevance of the proposed action to the objectives of the call; design, effectiveness, feasibility, sustainability and cost-effectiveness of the action.

(d) Maximum rate of co-financing

The maximum possible rate of co-financing for grants under this call is 80%.

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

(e) Indicative trimester to launch the call

First quarter 2015.

4.4. 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 shall apply.

The responsible authorising officer may extend the geographical eligibility in accordance with Article 9(2b) of Regulation (EU) No 236/2014 on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

4.5. Indicative budget

Component	Amount in	Third party
-----------	-----------	-------------

	EUR	contribution
4.3.1. Procurement of services		
Component 1: Language skills and academic preparation for Syrian and vulnerable Jordanians in host communities	2,600,000	NA
Component 3: Distance learning and MOOCs	1,250,000	NA
4.3.2. Grants (call for proposals)		
Component 2: Provision of higher education.	4,000,000	NA
4.8 Communication and visibility	150,000	
Totals	8,000,000	NA

4.6. Performance monitoring

All the contractors will regularly report to the European Union (in particular the EU Delegations to Jordan) on the use of committed funds and programme implementation and provide ad hoc information on this additional funding for Jordan under the special measure for the Syria crisis. The reports on programme implementation shall also focus on project results, obstacles, lessons learnt and any useful information for improving the programming and identification. The reports shall assist the work of the EU Delegation to Syria to start a larger programme in this field.

4.7. Evaluation and audit

Evaluations (mid-term, final, ex post) and audit arrangements are integral part of the contractual arrangements with the selected grantee. External evaluations and audits might be carried out through a framework contract or by independent consultants.

4.8. 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 agreed upon with the EU Delegation to Jordan before the start of implementation and supported with the budget indicated in section 4.5 above.

The measures shall be implemented by a contractor mobilised by the EU Delegation, and in cooperation with the partner country.

The programme will follow the orientations of the Communication and Visibility Manual for the EU External Actions. Professional services will be procured to ensure communication and visibility of the programme in coordination with the key stakeholders of the Government of Jordan social partners and civil society.