



ANNEX 6

**to Commission Implementing Decision on the ENI East Regional Action Programme 2017
Part 2 (including two actions on budget 2018 and two actions on budget 2018 & 2019), to be
financed from the general budget of the European Union**

Action Document for the European School for the Eastern Partnership in Georgia

1. Title/basic act/ CRIS number	The European School for the Eastern Partnership in Georgia ¹ CRIS number: ENI/2017/040-527 financed under European Neighbourhood Instrument			
2. Zone benefiting from the action/location	Countries benefiting from the action: Eastern Partnership countries (Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine). The action shall be carried out at the following location: Georgia.			
3. Programming document	Regional East Strategy Paper (2014-2020) and Multiannual Regional Indicative Programme 2017-2020 for the Neighbourhood East			
4. Thematic area	Upper secondary education	DEV. Aid: YES ²		
5. Amounts concerned	Total estimated cost: EUR 7 000 000 Total amount of EU budget contribution: EUR 7 000 000.			
6. Aid modality(ies) and implementation modality(ies)	Project Modality Direct management - procurement of services Indirect management with the United Nations Office for Project Services (UNOPS)			
7 a) DAC code(s)	11322 – Upper secondary education			
8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective
	Participation development/good governance	<input type="checkbox"/>	x	<input type="checkbox"/>
	Aid to environment	x	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality (including Women In Development)	<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"/>
	RIO Convention markers	Not targeted	Significant objective	Main objective

¹ The curriculum offered by the School will have a European focus. Without prejudging the final system applied by the School in Georgia the possibility to establish the School as part of the network of the European Schools is being explored actively and set as a final aim if feasible.

² Official Development Aid is administered with the promotion of the economic development and welfare of developing countries as its main objective.

	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"/>
9. Global Public Goods and Challenges (GPGC) thematic flagship	N/A.			
10. SDGs	Main SDG 4: Ensure inclusive and quality education for all and promote lifelong learning			

SUMMARY

The establishment of a **European School for the Eastern Partnership** is part of the broader regional effort to address the needs of youth, focusing, however, on secondary education. It is a **flagship project** of the Commission in the Eastern Neighbourhood and one of the "Eastern Partnership - 20 Deliverables for 2020".

The vision for a European School for the Eastern Partnership is to have a teaching institution offering high quality education to pupils from partner countries; increase their educational and employment opportunities; foster co-operation, multi-cultural understanding, tolerance, and fundamental values; and promote a better understanding of the EU and its engagement in the region, taking into consideration the activities of EU Member States. The School could serve as a pilot for other European Neighbourhood schools in the neighbourhood.

The action will be implemented through a short-term phase (pilot Phase I), covered by this Action Document, and a long-term track (Phase II), not covered by this Action Document. This approach aims to initiate the pilot phase in September 2018, while preparing for the establishment of a full-fledged School at a later date.

A partnership with an existing Tbilisi based school will be developed to allow operations to start in September 2018. Such partnership will enable the School project to benefit from the good reputation of a well-established school, which can serve as a launch pad for the European Neighbourhood School roll-out. Furthermore, it would make additional facilities available (sports facilities, canteens, administrative offices, etc.). The gradual approach also favours further development and improvement of the school's operations and educational offer over time.

The main pillars for the elements for the implementation of the pilot phase will be:

- The establishment of a partnership with a Tbilisi-based international school, with endorsement of the Government of Georgia;
- The adaptation of the International Baccalaureate curriculum to include specific elements of European studies. The adaptation will be carried out under the guidance of the IB Board, and with the support of the European Schools Secretary General (EURSC). Member States will be regularly consulted and informed on the process;
- The design and management of a scholarship scheme for the entire roll-out phase for up to 30 new students per year;
- The training of teachers to ensure preparation for delivery of the specialised curriculum;
- The provision of visa facilitation support, support to mobility and security of pupils.

In Phase II, not covered by this Action Document, operations are expected to move to a newly constructed school, on land made available by the Government of Georgia, and on a fully European Schools based learning curriculum, in close coordination with the activities of EU Member States and taking into account the objective of multilingualism. It will be a boarding school and include premises to accommodate students coming from the regions of Georgia and from Eastern Partner

Countries. Under the current Phase I, the feasibility study for Phase II will be carried out. The study will determine the methods, scope, and procedures for the possible development of Phase II.

1 CONTEXT

1.1 Regional and sector context

The EU's relations with its neighbours are guided by the **Global Strategy**³ and the revised **European Neighbourhood Policy** (ENP)⁴. Both call to focus on achieving the overall goal of increasing the **stabilisation** and **resilience** of our neighbours.

The **Eastern Partnership (EaP)**⁵ was launched in 2009 at a Summit held in Prague, in an effort by the EU and its Eastern European partners to help promote political and economic reforms and assist the countries of the region move closer to the EU. At its basis lies a shared commitment to international law and fundamental values, including democracy, the rule of law and respect for human rights and fundamental freedoms, as well as to market economy, sustainable development and good governance. The EaP Summit in Riga in 2015, followed up by the Ministerial in May 2016, confirmed the consensus to step up **actions in four key priority areas**: i) economic development and market opportunities; ii) strengthening institutions and good governance; iii) connectivity, energy efficiency, environment and climate change; iv) and mobility and people-to-people contacts. Each of these priorities is expected to deliver a set of specific deliverables as identified in the EEAS – Commission joint staff working document "Eastern Partnership - 20 Deliverables for 2020"⁶.

The ENI East Regional Action Programme (RAP) 2017 contains actions aimed at meeting those deliverables with a financial commitment of up to **EUR 100 million**. Under Priority IV, special attention is placed on **youth development, education and employability**. One action, the EU4Youth Programme (EUR 20 million), was already pre-committed under the RAP 2016 and will continue into the RAP 2017. It will support youth skills development and employability, higher and informal education, as well as the forging of policies for the integration of young people into the labour market and into society at large.

The establishment of a **European School for the Eastern Partnership** is part of the broader regional effort to address the needs of youth, focusing however, on secondary education, taking into account the experience of Member States in establishing schools outside their territory and of the European Schools system. It is a **flagship project** of the Commission in the Eastern Neighbourhood and one of the Deliverables for 2020.

The idea of having a European School for the Eastern Partnership was listed as one of possible new actions in the European Neighbourhood Policy Review, which states: *"Engagement with young people across the neighbourhood will be stepped up by creating partnerships for youth. These partnerships will promote people to people contacts and networks for young people of all ages in the EU and neighbouring countries, to foster mutual respect, understanding and open societies. It should include a substantial increase in exchanges between schools and universities, including the potential for a pilot-project of a European School in the neighbourhood"*⁷.

The vision for this teaching institution is to offer high quality education to pupils from partner countries; increase their educational and employment opportunities; foster co-operation, multi-cultural understanding, tolerance, fundamental values; and promote a better understanding of the

³ Global Strategy for the European Union's Foreign and Security Policy presented by the High Representative in June 2016.

⁴ Joint Communication JOIN(2015)50 on the Review of the European Neighbourhood Policy, 18.11.2015.

⁵ The Eastern Partnership (EaP) is a joint initiative involving the EU, its Member States and six eastern European partners: Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova and Ukraine.

⁶ <http://data.consilium.europa.eu/doc/document/ST-10262-2017-INIT/en/pdf>.

⁷ Review of the European Neighbourhood Policy, Page 21.

EU and its engagement in the region. In this regard, the activities of existing Member States' schools are also key in promoting EU goals and values and will be taken into consideration.

In the framework of the common agenda, the action will contribute to the overall goals of **stabilisation** and resilience. **Education** is the first building block for providing young generations the tools, skills and values to work for a modern, prosperous and peaceful society.

The Eastern Partnership (EaP) countries inherited a relatively well-developed education system, with high levels of adult literacy, but the new realities of transition towards democracy and functional market economy have imposed new requirements and a new role for education in a modern knowledge economy.

There are considerable differences among EaP countries in youth education attainment levels. In 2015, almost the whole of the youth population (aged 20–24) had completed at least an upper secondary level of education in Ukraine (97.1 %, 2014 data) and Georgia (95.0 %), while the same ratio was 74.4 % in Azerbaijan and 72.2 % in Armenia.

The establishment of a **secondary school** that can host pupils from all EaP countries intends to offer an opportunity for equal and multicultural education, favouring the learning of languages and the exchange of pupils from different countries, as well as promote knowledge on the EU and its history of cooperation with the region, already promoted through the activities of Member States schools.. The School could serve as a pilot for other European Neighbourhood schools in the region.

1.2 Stakeholder analysis

The Government of Georgia, via the Ministry of Education, as principal stakeholder of this action, has been working together with the European Commission services to define the main elements of the action. The Government is committed to the establishment of the School and to the objective of giving it a distinctive European profile in the teaching approach, and of building a regional educational hub for pupils from around the Eastern Neighbourhood.

The Government of Georgia has also committed to cooperate in facilitating visa procedures and mobility for students coming from the other countries as well as to ensure their security. The Government also offered land for the construction of a new school in the longer term phase II of this project, which is not part of pilot phase I covered by this Action Document.

The Governments of the other five EaP countries have confirmed their interest and support for the action even though the extent of their direct cooperation, particularly in the pilot phase, has not been defined in detail. The Governments are expected to cooperate with the European Commission in promoting the School in their territory without prejudice to the activities of existing educational facilities provided by EU Member States and in close coordination with them, and helping in the identifying demand among the students, as well as in facilitating the mobility of their student citizens that will attend the School in Tbilisi.

As regards potential partner schools, the analysis of the international schools present in the six EaP countries showed that the only international school that exists in all six countries is QSI (Quality School International), for which however there are no clear provisions on degree recognition. The International Baccalaureate (IB) Diploma seems to be the most common educational programme in international schools operating in four of the six countries (not in Belarus and Republic of Moldova), even if recognition of IB diplomas for national students is, in some countries, hindered by national regulations. Many international schools, however, including IB schools, grant both their own diplomas and national school-leaving certificates which applicants use to gain admission to national universities.

Preliminary discussions with IB Schools based in Tbilisi and meetings with the International Baccalaureate Organisation indicated that a five year partnership plan with a selected school, endorsed by the Government of Georgia, covering Phase I of the project, should constitute the framework for cooperation on curriculum development, students' admission and engagement, and governance and management of the educational programme.

In addition, the Government of Georgia is working on identifying a Georgian public school that could be a candidate for IB accreditation as well. The objective is to extend the educational offer of the IB diploma as well as to make it accessible to a broader range of students, including those that could not afford enrolling in an IB private school. In the case accreditation is obtained on time the school could also be considered for the partnership on the establishment of the European Neighbourhood School.

An additional, indirect stakeholder, the European Schools General Secretariat (EURSC), has been consulted by the Commission Services and will support the action as regards the development of the specific European teaching content of the proposed curriculum.

The course of study offered by the European Schools and leading to the European Baccalaureate (EB), is structured in a similar way to that of the IB, with the last two years of secondary schooling determining the attainment of the diploma. Although the EB, as an officially recognised diploma, is available only for schools located in an EU member-state, it is possible to offer a European education that is fully based on the European Schools curriculum, and that can be validated through the mutual recognition of pedagogical equivalence with the European Schools by both the Government of Georgia and the EURSC. Since a programme of European education of this kind should cover the full secondary cycle (S1 to S7), cooperation with the EURSC, the Government of Georgia and a selected Georgian school on developing and applying this programme will serve the implementation of Phase II of this Action, when the setting up of a full-fledged school and expansion to the complete secondary education cycle are envisaged.

1.3 Priority areas for support/problem analysis

Following the field pre-feasibility study and a series of meetings with the Government of Georgia and other concerned stakeholders, the critical elements for the implementation of the action were identified which are to be the key areas for support of this action. These are: a) venue & facilities; b) size and scope of the new school; c) funding options; and d) international accreditation of diplomas. All elements have been analysed and addressed taking into account the envisaged starting date of the pilot phase, September 2018.

a) Venue and facilities

With the target of 2018, a new green-field investment for the building of a new school would not be a realistic option due to the lead time and costs entailed. The European Commission, in agreement with the relevant partners, agreed instead to proceed with a partnership with an existing school for hosting pupils in the pilot phase (3 to 5 years). This option will make available additional facilities (sports facilities, canteens, administrative offices, etc.) for about 20-30 additional students per year. The expansion into a full-fledged new school building that can host up to 300 students will occur in a second phase of this project, of which this action will cover the feasibility and preparatory work.

b) Size of the new school and target group

On the basis of partnership with an existing school, the School will "start small". Average class sizes will be 20-26 students aged 17-18 years enrolling for the last two years of secondary schooling. This gradual approach permits further development and improvement of the school's operations over time, with a view to move into a full capacity School in Phase II.

c) Funding and Scholarship scheme

There will be three main sources of funding for the School: tuition fees; boarding fees; and a complementary scholarship scheme funded by the EU. The scholarship scheme will cover tuition fees and boarding fees for a selected number of pupils from all six EaP countries. In fact, the scholarships will be the principal instrument to ensure the participation of students from all EaP countries particularly in the roll-out phase, and to offer incentives for non-resident pupils to relocate to Georgia in order attend the School.

d) International curricula and diploma accreditation – ensuring a European focus

A partnership with an existing school that already offers the International Baccalaureate (IB) in Georgia is the planned operational tool to ensure the delivery of a high-quality internationally recognised degree.

During implementation, the European Commission⁸ will work with the selected international school, the International Baccalaureate Organisation, the European Schools General Secretariat for the development and validation of a specialized IB curriculum with a European focus. Meetings with IBO Director General and the EURS Secretary General already confirmed the compatibility of teaching modules with a European dimension with the IB diploma requirement, allowing for up to 30% of IB syllabus to integrate European subjects. Multilingualism of teaching is standard under the IB and is therefore another element of compatibility with the European course of study, bearing in mind the importance of including other EaP countries' languages in the teaching. Based on the definition of the curriculum, the required teaching staff will be trained and recruited to ensure appropriate delivery of the educational programme.

The EURSC expertise will be further used in preparation for Phase II of the project, where the full European Schools curriculum for the entire secondary cycle will be developed and applied.

2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
<ul style="list-style-type: none"> • Ambitious target to start operation of the programme in September 2018. 	M	<ul style="list-style-type: none"> • The Commission has engaged in discussions with all the relevant partners to propose the partnership with an existing Tbilisi-based school as the only viable option to meet the 2018 target.
<ul style="list-style-type: none"> • Support from EU Member States for the action may be uneven and may represent a risk, particularly in terms of delays, if endorsement cannot be obtained within the planned timeframe. 	L	<ul style="list-style-type: none"> • DG Neighbourhood and Enlargement Negotiations is closely cooperating with DG Education and Culture and will engage in exchanges with Member States representatives through the Education Committee forum to present the different elements of the action and seek Member States support.
<ul style="list-style-type: none"> • Considering the target students are minors, there is a chance that demand, especially in the EaP countries other than Georgia, is moderate. The risk is higher considering that some of these countries also offer the IB diploma, therefore the "degree incentive" there might be lower. 	M	<ul style="list-style-type: none"> • The Commission plans a scholarship scheme for up to 30 pupils per year to attend the last two years of secondary schooling in the European Neighbourhood School of Tbilisi. The scheme is intended to incentivise demand outside of Georgia, but also to provide a comprehensive offer to cover dormitory fees and tuition fees, but also security and well-being.
<ul style="list-style-type: none"> • The IB Diploma educational programme in international schools operate in Armenia, Azerbaijan, Georgia and Ukraine 	M	<ul style="list-style-type: none"> • The Commission will engage in dialogue with relevant EaP national authorities with a view to ensuring the national

⁸ Directorate-General for Neighbourhood and Enlargement Negotiations as well as Directorate-General for Education and Culture.

(not in Belarus and Republic of Moldova). Furthermore, recognition of IB diplomas for national students is, in some countries, hindered by national regulations.		recognition of the diploma issued by the School and a qualification for admission to national universities.
Assumptions		
<ul style="list-style-type: none"> • A partnership will be established, following agreement of the Government of Georgia, with a Tbilisi based school. The partnership will cover the first phase of the project. • The Government of Georgia will make available land and legal instruments for the establishment of a full-fledged European School for the Eastern Partnership for the second, long-term phase of the project. • Demand from pupils around EaP countries will meet the educational offer of the European Neighbourhood School. • The Government of Georgia will facilitate visa, mobility and security procedures for pupils attending the School and their visiting families. • The School will become a high quality institution recognisable in the EaP region and provide its pupils with important opportunities for further development. • The Government of Georgia will ensure the national recognition of the diploma issued by the School. 		

3 LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

The action proposed is the first in its kind in the Eastern Neighbourhood. The learning process was ensured through a six months long field assessment, ensuing discussions with stakeholders and visits to potential partner schools or sites, coordinated by DG Neighbourhood and Enlargement Negotiations, the EU Delegation to Georgia and the Government of Georgia with the technical assistance of UNOPS.

3.2 Complementarity and synergy

As a Commission flagship project in the Neighbourhood, the School project will rely on positive and engaged cooperation with a number of Commission services, in particular with DG Education and Culture, DG Human Resources and Security and concerned directorates within DG Neighbourhood and Enlargement Negotiations, as well as with the European External Action Service (EEAS). Cooperation between DG Neighbourhood and Enlargement Negotiations and DG Education and Culture will be ensured on a number of the project's building blocks, including mobility of pupils and teachers and scholarship scheme definition. Complementarity will be ensured with DG Education and Culture E-twinning action for the provision of additional online training when and if needed. Coordination between DG Neighbourhood and Enlargement Negotiations and DG Human Resources and Security will function as the main link to joint work with the European Schools General Secretariat (EURSC) which will provide an active contribution to this action in the adaptation of the IB curriculum.

As regards other assistance, the EU and Georgia will be already cooperating, at the bilateral level, on a large programme on human capital development, creating thus the complementarity with the European School project and confirming the Government of Georgia's interest in closer cooperation with the EU in the framework of the Association Agreement/Deep and Comprehensive Free Trade Area (AA/DCFTA) agreements. Similar EU and other donor funded large programmes are ongoing in most other EaP countries.

3.3 Cross-cutting issues

This programme is relevant for the Agenda 2030. It contributes primarily to the progressive achievement of Sustainable Development Goal (SDG) targets 4 - Inclusive and equitable quality education and lifelong learning opportunities and to SDG 5 - Achieve gender equality and empower all women and girls – particularly with regards to girls' access to education.

When selecting pupils and teachers, gender equality will be taken into account to the largest possible extent, as will equal access to education for less privileged pupils. Human rights, gender equality, minority rights and environmental issues will form integral part of the curriculum.

4 DESCRIPTION OF THE ACTION

In line with the European Neighbourhood Policy Review, the overall objective of cooperation under the Eastern Partnership Priority IV - Mobility and People-to People Contacts is to step up action in favour of young people and create partnerships for youth across the region. The School is to become a high quality institution recognisable in the EaP region and providing its pupils with important opportunities for further development in and across Europe and its neighbourhood. From its inception, the School would contribute to the provision of high quality education based on all the key competences needed in modern societies and labour markets; promote high standards in foreign languages teaching and multiculturalism; and foster a better understanding of the European Union and its relationship with the region, creating successful synergies with existing EU Member States' schools in EaP region.

The School is expected to start its operations in autumn 2018 with a first cohort of 20 to 30 students. The Commission will provide scholarships for the best students, and will offer its technical assistance, together with the European Schools, to ensure a high quality adaptation of the IB curriculum to reflect European Schools' standards during the Pilot Phase I.

The long-term vision, for Phase II, is instead to cater to up to 300 students in the next 5-8 years, covering the full secondary cycle, and to attract an increasing number of pupils from the other EaP countries.

4.1 Objectives/results

The **general objective** of the action is to promote high quality international education in the Eastern Neighbourhood.

The **specific objective** of the action is to establish a School in Tbilisi, Georgia, to provide secondary level (high school) education to pupils from all six EU Eastern neighbours (Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine) and offer a European-focused learning programme that promotes European values of multiculturalism and multilingualism. This objective will be addressed through a Phase I, covered by this Action Document, and a longer term phase II of this project, which is not part of pilot phase I covered by this Action Document. Passing from Phase I to the launching of Phase II will not be an automatic process and will require careful analysis..

The main expected results of the action include the enrolment of 20-30 students per year from EaP countries in a partner IB school and awarding of IB diplomas with a specialisation in European studies.

4.2 Main activities

Given the nature of the action, the main activities relate to the Commission plan to address the priority areas identified above and to the operational requirements to achieve the action's objectives. Accordingly, the main activities within Phase I will be:

4.2.1 Establishment of a partnership with a Tbilisi-based school

A partnership with an existing school will be the basis for the start of the project, and shall be among the first activities carried out in the course of implementation. The European Commission has already started to set up the necessary procedures for selecting the partner school, the definition

of the partnership legal and operational basis, and scope and nature of ENI financial support. The endorsement of the Government of Georgia will be required.

4.2.2 Development of the curriculum

An international curriculum for IB diploma years (S6 and S7) that integrates specialised European subjects in the standards IB curriculum will be developed in cooperation with the international Baccalaureate Organisation, the European Schools, the selected school, and qualified educational experts.

Work on the preparation and adaptation of the European Schools full curriculum for the complete secondary cycle (S1-S7) for Phase II will also begin. Requirements for translation of material, teachers training, content adaptation will be analysed by European Schools experts and will feed into the long-term action and possible additional activities (e.g. teachers training).

4.2.3 Management and allocation of scholarships

The Commission envisages designing a scholarship scheme to sponsor the participation of a fixed number of pupils from all six EaP countries. DG Neighbourhood and Enlargement Negotiations cooperates with DG Education and Culture on the design of the scholarship call to ensure academic eligibility requirements are adequately chosen, as well as with the IBO so that requirements are also compatible with the IBO academic regulations. The Commission will also include the requirement for geographical origin, targeting EaP countries' prospective students. The design of the scholarship scheme will be commissioned through a small-scale service contract before this decision comes into force, while the management of the scheme and related funds will be an action under Phase I.

4.2.4 Visa facilitation, mobility and security

The Commission will seek the cooperation of all six Governments in agreeing to facilitate, on the national side, coherent and smooth procedures for the migration/hosting of minors, their families and ensuring their safety and well-being at all times.

Specifically with the Government of Georgia, the Commission shall establish clear steps for the facilitation of pupils' entry, residency, and legal status in the country. Provisions for the mobility of visiting families will also have to be agreed. Finally, in terms of security, the Commission will support the Government in this duty through the funding of additional private security guards at the school premises and at the place of residence of the pupils.

4.2.5 Teachers training and recruitment

Based on a detailed assessment of the availability of teachers for the delivery of both the IB/European curriculum (Phase I) and the full-fledged EB curriculum (Phase II) the Commission will entrust implementing partners the task of adequately selecting, training, and enrolling teachers as required.

4.2.6 Feasibility study for Phase II

The Government of Georgia will provide an appropriate land plot which would allow for the construction of a new school for up to 300 pupils and thus for the expansion of the educational offer over time. The Commission agreed to support the constructions of the new school under a Phase II of this project. With a view to this, a rigorous and comprehensive feasibility study shall be carried out under Phase I to assess design, procurement, and infrastructure needs as well as to establish the type and scope of services that should be provided, during Phase II, as part of the overall School operations. The study should aim to assess satisfactory results and prevent any automaticity for the implementation of Phase II.

4.3 Intervention logic

The action will be implemented through a short-term track and a long-term track. This approach aims to initiate the pilot phase I as of September 2018, while preparing for the establishment of a full-fledged School under a Phase II at a later date.

A partnership with an existing Tbilisi based school has been envisaged to allow meeting this target. The partnership may also enable the project to benefit from the good reputation of a well-established school, which can serve as a launch pad for the European Neighbourhood School roll-out. In this respect, the activities of existing Member States schools will be taken into account and a high degree of coordination with them will be respected. Furthermore, it would make additional facilities available at minimal cost (sports facilities, canteens, administrative offices, etc.). The gradual approach also favours further development and improvement of the school's operations and educational offer over time.

In Phase II, should Phase I prove successful, operations would move to the newly constructed school and on a fully European Schools' based learning curriculum. It will be a boarding school and include premises to accommodate students coming from the regions of Georgia and from Eastern Partner Countries.

UNOPS will be entrusted to implement the majority of activities listed above. These will include but not be limited to:

- The design and procurement of refurbishment works or the construction of new needed infrastructure as deemed necessary for the realisation or maintenance of the school premises and facilities, including dormitories, under Phase I.
- The procurement and management of services related to, *inter alia*, security of pupils and premises; boarding at identified hotel (or similar); transportation services to/from school if required; and teachers recruitment upon demand.
- The management of the grant scheme for scholarships, administration of scholarship funds and payment of tuition and related costs.
- The design of a feasibility study for Phase II.

Specific expertise related to curriculum development, IB and EB standards and requirements may be procured through service contracts.

5 IMPLEMENTATION

5.1 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.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.2 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of adoption by the Commission of this Action Document.

Extensions of the implementation period may be agreed by the Commission's authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute technical amendments in the sense of point (i) of Article 2(3)(c) of Regulation (EU) No 236/2014.

5.3 Implementation modalities for an action under project modality

Both in indirect and direct management, the Commission will ensure that 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 affecting the respective countries of operation.

If negotiations with the intended entrusted UN entity fail, part or all of the action may be implemented under direct management in accordance with the modalities detailed in section 5.4.1

5.3.1 Procurement (direct management):

A provision for the procurement of technical assistance is envisaged to assist the Government of Georgia and/or other EaP Governments in implementing the necessary procedures for pupils and families' mobility and residence during the course of study supported by the Action.

5.3.2 Indirect management with the United Nations Office for Project Services (UNOPS)

The major part of this action will be implemented in indirect management with the United Nations Office for Project Services (UNOPS) in accordance with Article 58(1)(c) of Regulation (EU, Euratom) No 966/2012. This implementation entails the management and delivery of all major activities foreseen.

UNOPS will be entrusted with the implementation of Phase I and responsible for carrying out the following actions:

- The design and procurement of refurbishment works or the construction of new needed infrastructure as deemed necessary for the realisation or maintenance of the school premises and facilities, including dormitories, under Phase I.
- The procurement and management of services related to, *inter alia*, security of pupils and premises; boarding at identified hotel (or similar); transportation services to/from school if required; and teachers recruitment upon demand.
- The management of the grant scheme for scholarships, administration of scholarship funds and payment of tuition and related costs.
- The design of a feasibility study for Phase II.

This implementation is justified because UNOPS is the leading UN agency for the procurement of works and services. Additionally, UNOPS is a neutral partner, with a self-funding and no visibility policy. They work in compliance with all international and European quality and safety standards and regulations, and they operate within the national regulatory system and procure a high percentage of local suppliers.

If negotiations with the above-mentioned entrusted entity fail, that part of this action may be implemented in direct management in accordance with the implementation modalities identified in sections 5.4.3 (procurement of services, supplies and works).

The Commission authorises that the costs incurred by the entrusted entity may be recognised as eligible as of 1 November 2017 in order to permit a rapid start of the implementation, allowing in turn the School to start its operations in autumn 2018.

5.3.3 Changes from indirect to direct management mode due to exceptional circumstances

A provision for service tenders is envisaged only in the case that a contract in indirect management cannot be signed with the intended entrusted UN entity. Services will be required to design and manage the scholarship call and awarding, developing the specialised curriculum, training teachers.

A provision for supply tenders is envisaged only in the case that a contract in indirect management cannot be signed with the intended entrusted UN entity. The provision will cover School needs associated to the functioning and delivery of the course and the residence of the foreign students. In particular, contracts will concern the procurement of didactical material, classroom equipment, dormitory furniture, or required software for operating the educational program.

A provision for works tenders is envisaged only in the case that a contract in indirect management cannot be signed with the intended entrusted UN entity. The provision is intended to cover the possible needs related to the refurbishment of the partner school premises and the construction of an in-house dormitory for students. The need for these works will be established once the partnership with a Tbilisi-based international school is agreed.

The above options are included to address the risk that the indirect management contracts cannot be signed with the intended UN body for failure of the latter to comply with the EU restrictive measures in some of the concerned countries.

Subject	Type	Indicative number of contracts	Indicative trimester of launch of the procedure
Technical assistance	Services	3	<i>Q1 and Q2 2018</i>
Supplies related to Schools operations	Supplies	3	<i>Q2 2018</i>
Infrastructure	Works	1	<i>Q2 2018</i>

Services will also serve the requirements for design, procurement, implementation and supervision or the supplies and works.

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.

The Commission's authorising officer responsible may extend the geographical eligibility in accordance with Article 9(2)(b) 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 in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.5 Indicative budget

	EU contribution (in EUR)	Indicative third party contribution
5.3.1 - Procurement (direct management)	500 000	N/A
5.3.2 - Indirect management with UNOPS	6 500 000	N/A
Totals	7 000 000	N/A

5.6 Organisational set-up and responsibilities

The School project will rely on positive and engaged cooperation amongst all stakeholders.

DG Neighbourhood and Enlargement Negotiations will ensure the overall coordination of activities under this project and monitor, in particular, the implementation by UNOPS of most components of the action as well as the transparent and fair selection of students.

The Government of Georgia, via the Ministry of Education as principal stakeholder of this action, plays a key role in identifying the partner school, facilitating visa procedures and mobility for students coming from the other countries and ensuring their security, and promoting the project in the entire EaP region.

The selected school will be the host school for IB diploma students enrolled under the Action scholarship scheme, and a partner in the selection of students, ensuring their safety and well-being, as well as the smooth running of teaching and extra-curricular activities.

The EU Delegation has to play an important role as a facilitator of relations between EU Commission Headquarters and the Government, and in including the Member States in this process, bearing in mind their activities on the ground.

Commission services, in particular DG Education and Culture, DG Human Resources and Security and concerned directorates within DG Neighbourhood and Enlargement Negotiations, as well as the EEAS can provide expertise and advice on issues of secondary education, mobility of pupils and teachers and scholarship schemes.

A steering mechanism will be set up to discuss and advice on any strategic and operational issues identified by the stakeholders. Its members will include Commission services and EU Delegation to Georgia representatives, Government representatives, UNOPS key experts, and partner school representatives. Other stakeholders may be invited as observers.

5.7 Performance 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 list of result indicators (for budget support). The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

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, a mid-term evaluation will be carried out for this action or its components through a joint mission.

It will be carried out for learning purposes, in particular with respect to a Phase II of this project and sustainability related issues. A satisfactory evaluation will be pivotal in allowing Phase II to be implemented.

The Commission shall inform the implementing partner at least 30 days in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities. 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.

Where relevant, the provisions of the Financial and Administrative Framework Agreement (FAFA) between the European Union and United Nations of 29 April 2003 and its addendum No 1 of 26 February 2014 shall apply.

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.

Where relevant, the provisions of the Financial and Administrative Framework Agreement (FAFA) between the European Union and United Nations of 29 April 2003 and its addendum No 1 of 26 February 2014 shall apply.

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 and supported with the budget indicated in section 5.5 above.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, 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 Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations shall be included in the financing agreements or delegation agreements.

With regards to the Neighbourhood East, all EU-supported actions shall be aimed at increasing the awareness level of the target audiences on the connections, the outcome, and the final practical benefits for citizens of EU assistance provided in the framework of this action. Visibility actions should also promote transparency and accountability on the use of funds.

Outreaching/awareness raising activities will play a crucial part in the implementation of the action, in the case of budget support the national government shall ensure that the visibility of the EU contribution is given appropriate media coverage. The implementation of the communication activities shall be the responsibility of the implementing organisations, and shall be funded from the amounts allocated to the Action.

All necessary measures will be taken to publicise the fact that the action has received funding from the EU in line with the Communication and Visibility Manual for EU External Actions. Additional Visibility Guidelines developed by the Commission (European Neighbourhood Policy and Enlargement Negotiations) will be strictly adhered to.

Where relevant, the provisions of the Financial and Administrative Framework Agreement concluded between the European Union and the selected international organisations shall apply.

It is the responsibility of the implementing organisation to keep the EU Delegations and, where relevant, DG NEAR, fully informed of the planning and implementation of the appropriate milestones specific visibility and communication activities.

The implementing organisation shall report on its visibility and communication actions, as well as the results of the overall action to the relevant monitoring committees.

This action will be communicated externally as part of a wider context of EU support to the country, and where relevant to the Eastern Partnership region in order to enhance the effectiveness of communication activities and to reduce fragmentation in the area of EU communication.

The implementing organisation shall coordinate all communication activities with EU Delegations as well as regional communication initiatives funded by the European Commission to the extent possible. All communication strategies developed as part of this action shall ensure they are in line

with the priorities and objectives of regional communication initiatives supported by the European Commission and in line with the relevant EU Delegation's communication strategy under the "EU4Country" umbrella initiative.

APPENDIX - Indicative Logframe matrix (for project modality)

The proposed action is planned as a pilot project leading to a broader, long-term plan of establishing an Eastern Partnership European School. By its nature the Action is intended to set the basis for the future development of a broader Action. As such, we expect that once implementation of the pilot phase has started, and following the completion of the first academic year 2018-2019, we will have established a clear baseline. That baseline will be used to define indicators for the subsequent years.

(The first academic year of operations will e.g. provide figures on number of enrolled students, number of teachers trained, grades obtained, etc...which will then be used as monitoring reference for the further development of the action in the following years)

The outline below represents however an indication of what are the major objectives and expected outputs of the action overall.

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall objective: Impact	Promote high quality international education in the Eastern Neighbourhood and foster co-operation, multi-cultural understanding and tolerance among young people in the region.					
Specific objective(s): Outcome(s)	<ol style="list-style-type: none"> 1. Establish a School in Tbilisi, Georgia, serving as a pilot for other European Neighbourhood schools in the region; 2. Provide secondary level (high school) education to pupils from all six EU Eastern neighbours offering a European-focused learning programme that promotes European values of multiculturalism and multilingualism; 4. Increase pupils' educational and employment opportunities; 5. Promote a better understanding of the EU and its engagement in the region. 					
Outputs	<ol style="list-style-type: none"> 1. Partnership with a Tbilisi-based school established to host initial 5 teaching years. 2. International curriculum for IB diploma years (S6 and S7) that integrates specialised European subjects in the standards IB curriculum developed. 3. Scholarship scheme to sponsor the participation of a fixed number of pupils from all six EaP countries set up and pupils selected. 4. Teachers adequately selected, trained, and enrolled as required, new teacher employed in case of need. 6. Year one programme operational as of autumn 2018 and pupils in taking up studies. 7. Year two to year five programmes implemented. 					

	8. Feasibility Study for Phase II designed. The output for this Phase will rely on the objective of promoting a multi-lingual teaching that may include EU Member States and EaP countries' languages					
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