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**THIS ACTION IS FUNDED BY THE EUROPEAN UNION**

**ANNEX XIII**

of the Commission Implementing Decision on the financing of the multiannual action plan for the thematic programme on human rights and democracy for 2022-2024

**Action Document for Support to the Global Campus of Human Rights (2024-2026)**

**ANNUAL PLAN**

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation, and action plans/measures in the sense of Article 23(2) of Regulation (EU) 2021/947.

**1. SYNOPSIS**

**1.1. Action Summary Table**

<b>1. Title</b> <b>CRIS/OPSYS</b> <b>business reference</b> <b>Basic Act</b>	Support to the Global Campus of Human Rights (2024-2026) CRIS reference: 2024 budget OPSYS reference: ACT-60853 Financed under the Neighbourhood, Development and International Cooperation Instrument (Global Europe)
<b>2. Team Europe Initiative</b>	No
<b>3. Zone benefiting from the action</b>	The action shall be carried out in European Union, South East Europe, Caucasus, Arab region, Africa, Asia-Pacific, Latin America/Caribbean.
<b>4. Programming document</b>	Multi-Annual Indicative Programme for the Thematic Programme on Human Rights and Democracy 2021-2027
<b>5. Link with relevant MIP(s) objectives/expected results</b>	Priority 3: Promoting a Global System for Human Rights and Democracy with the following specific objective and expected result:  - To enhance strategic partnership and improve effectiveness of key international, regional and national actors to advance the realization of all human rights for all.  - Enhanced capacities of the Global Campus of Human Rights and further expansions of its worldwide network
<b>PRIORITY AREAS AND SECTOR INFORMATION</b>	
<b>6. Priority Area(s), sectors</b>	151 – Government and Civil Society - general
<b>7. Sustainable Development Goals (SDGs)</b>	Main SDG: SDG 16 - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels  Other significant SDGs: SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all SDG 5 - Achieve gender equality and empower all women and girls

	SDG 10 - Reduce inequality within and among countries			
<b>8 a) DAC code(s)</b>	15160 – Human Rights 11420 – Higher Education			
<b>8 b) Main Delivery Channel @</b>	University, college or other teaching institution, research institute or think-tank - 5100			
<b>9. Targets</b>	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Human Rights, Democracy and Governance			
<b>10. Markers (from DAC form)</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"/>	<input checked="" type="checkbox"/>
	Aid to environment @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input checked="" type="checkbox"/>	<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 @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>11. Internal markers and Tags:</b>	<b>Policy objectives</b>	<b>Not targeted</b>	<b>Significant objective</b>
Digitalisation @ Tags: digital connectivity digital governance digital entrepreneurship job creation digital skills/literacy digital services		<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Connectivity @ Tags: transport		<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

	people2people energy digital connectivity		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Migration @ (methodology for tagging under development)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities (methodology for marker and tagging under development)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BUDGET INFORMATION</b>				
<b>12. Amounts concerned</b>	Budget line 14.020211 Total estimated cost: EUR 13 000 000 Total amount of EU budget contribution EUR 10 400 000 The contribution is for an amount of EUR 10 400 000 from the general budget of the European Union for 2024, subject to the availability of appropriations for the respective financial years following the adoption of the relevant annual budget, or as provided for in the system of provisional twelfths. Other contributions include student fees, contributions from the universities hosting regional programmes and contributions from other donors.			
<b>MANAGEMENT AND IMPLEMENTATION</b>				
<b>13. Type of financing<sup>1</sup></b>	<b>Direct management</b> through: - Grants			

## 1.2. Summary of the Action

Regulation (EU) 2021/947 (Annex III) states that the thematic programme on human rights and democracy shall promote education and research on human rights and democracy, including through the Global Campus of Human Rights.

The Global Campus of Human Rights ('Global Campus') is a unique network of 100 participating universities around the world, seeking to advance human rights and democracy through regional and global cooperation in education and research. This action will provide support for the **continuation of existing activities** for the academic years August 2024 until July 2026. It follows an Individual Measure and an action adopted in 2021, which provide funding for the academic years 2021-2024.

The action will:

- 1) Support and reinforce the Global Campus *as a strategic hub that* strengthens the regional and global dimensions of human rights and democracy through education, training, research, mobility and promotional activities.
- 2) Support and reinforce a worldwide community of students, professionals, scholars, etc. to apply their specialised knowledge and skills in actions and policies related to human rights.

This global network is promoted through seven regional programmes based in Venice (for Europe), Sarajevo/Bologna (for South East Europe), Yerevan (for the Caucasus), Pretoria (for Africa), Bangkok (for Asia-Pacific), Buenos Aires (for Latin America and the Caribbean) and Beirut (for the Arab region). These regional programmes offer specialised postgraduate education and training in human rights and democracy from a regional perspective, interdisciplinary content and a multiplicity of research, publications, public events and outreach activities.

Overall, this programme will cover the academic years of 2024/2025 and 2025/2026. It will result for each academic year in: approximately 250 Master's graduates worldwide; about 300 participants in additional training seminars, conferences, research projects and promotional activities; and in an academic community that is significantly better

<sup>1</sup> Art. 27 NDICI

networked and integrated in the field. E-learning activities will further increase these numbers by a few thousand online users every year. The action may support new activities to be undertaken by Global Campus as part of its mandate, such as the development of new programmes or the support to scholars and students at risk.

By supporting the Global Campus, the European Union aspires to: reinforce high-quality education in the field of human rights and democracy; encourage vibrant intra- and inter-regional exchange and research in the current debates on human rights and democracy; reinforce local capacities in the field; enhance ownership of national human rights.

The action will contribute to the following specific objective and result of the human rights and democracy thematic programme multi-annual indicative programme: to enhance strategic partnership and improve effectiveness of key international, regional and national actors to advance the realization of all human rights for all; enhanced capacities of the Global Campus of Human Rights and further expansions of its worldwide network.

The EU support will contribute to the whole SDG framework and in particular SDG 16, 4 and 5.

## 2. RATIONALE

### 2.1. Context

#### General context

Protecting and promoting human rights and democracy, founding values of the European Union, is a **key priority** of EU's external action and a pre-condition for sustainable development and for building more inclusive, open and resilient societies.

Yet, 2020 was the first year since 2001 in which the majority of the world's countries were autocracies: 92 countries, home to 54% of the global population<sup>2</sup>.

The **COVID-19** pandemic has amplified long-standing human rights and democracy concerns. Some governments are using the state of emergency to justify lockdowns and social distancing measures that have de facto reduced the civic and democratic space<sup>3</sup>. Greater restrictions of fundamental freedoms and mass surveillance have hindered the work of civil society, including human rights defenders, journalists, trade unionists, lawyers and other professionals. Hoaxes and disinformation were widespread, amounting to an unprecedented infodemic and increasing threats against media freedom. The pandemic also triggered an increase in racist and xenophobic attacks, discrimination and violence, stigmatisation and hate crimes particularly against the most vulnerable groups and it also widened socio-economic gaps. Individuals, in particular women, from the lowest socio-economic categories and all vulnerable and disadvantaged groups, including indigenous peoples, are the most impacted by this crisis. The crisis has further contributed to the shrinking space for civil society and weakened the ability of human rights and democracy organisations to operate, a trend to which no country is immune.

Global Campus partner universities and students outside Europe are situated in countries with different situations and track records in terms of democracy and human rights. The action will foster exchanges across countries and regions and foster changes from the inside by raising a generation of future leaders on human rights and human rights defenders.

This Action is aligned with the Agenda for Change<sup>4</sup>, the New European Consensus on Development<sup>5</sup>, the 2030 Agenda for Sustainable Development, the Gender Action Plan III<sup>6</sup> and the European Commission's Joint

<sup>2</sup> [V-Dem annual report 2021](#).

<sup>3</sup> <https://www.idea.int/gsod-indices/#/indices/world-map?covid19=1>

<sup>4</sup> COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS Increasing the impact of EU Development Policy: an Agenda for Change {SEC(2011) 1172 final} {SEC(2011) 1173 final}

<sup>5</sup> JOINT STATEMENT of 26/6/2017 BY THE COUNCIL AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES MEETING WITHIN THE COUNCIL, THE EUROPEAN PARLIAMENT AND THE EUROPEAN COMMISSION THE NEW EUROPEAN CONSENSUS ON DEVELOPMENT 'OUR WORLD, OUR DIGNITY, OUR FUTURE'

<sup>6</sup> JOINT COMMUNICATION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL EU GENDER ACTION PLAN (GAP) III – AN AMBITIOUS AGENDA FOR GENDER EQUALITY AND WOMEN'S EMPOWERMENT IN EU EXTERNAL ACTION {WD(2020) 284 final}

Communication on strengthening the EU's contribution to rules-based multilateralism<sup>7</sup>. NDICI-Global Europe Regulation mentions it in its Annex III as an area of intervention for the Thematic Programme on Human Rights and Democracy. The Action also directly contributes to the EU efforts to deliver on the education and youth empowerment globally.

### **Specific context**

Education in human rights and democracy is a key instrument to: raise awareness worldwide about human rights and democratic values; strengthen networks of human rights defenders; encourage international dialogue; and inform national human rights and democratisation agendas. It is also key to raising awareness about the importance of promoting gender equality, empowering young people, especially if they come from low-income countries or communities, and fighting discrimination patterns.

Recognising the importance of education and training in human rights and democracy, the European Union has, since 1997, supported the inter-disciplinary European Master's Programme in human rights and democratisation (EMA), administered by the European Inter-University Centre for Human Rights and Democratisation (EIUC) from 2003 to 2019. In addition, the EU has supported a number of other regional Master's programmes in human rights and democratisation covering i) Latin America, ii) the Western Balkans, iii) Asia-Pacific, iv) the Caucasus and v) Africa. In 2012, these two avenues of EU support merged through the signing of a Memorandum of Understanding between EMA and five regional Master's programmes, paving the way for a single Global Campus network. In the academic year 2014/2015, they were joined by a seventh regional programme covering the Arab region. In 2019, EIUC officially transformed into the 'Global Campus of Human Rights', a not-for-profit institution under Italian law, and a unique global network of nearly 100 universities promoting education in human rights and democracy.

Since their inception, these regional programmes have conferred a Master's degree on more than 4 000 students worldwide. Many alumni have become leading activists in local CSOs and advocacy groups, human rights defenders, government officials, political leaders and officials of the EU and other international organisations.

Today, the Global Campus integrates the educational activities of the regional programmes through: the exchange of lecturers, researchers and students; the joint planning of curricula for classroom and online courses; the promotion of global research projects and dissemination activities; the professional development of graduates through internships in inter-governmental and non-governmental organisations; and a strong focus on networking through the Global Campus Alumni Association, as well as support for the regional programmes' alumni associations. An increasing number of activities involve all regional programmes.

## **2.2. Problem Analysis**

Access to high-quality academic programmes on human rights and democracy is still limited in many parts of the world. Even more limited are opportunities for cross-border learning and exchanges, while the COVID-19 pandemic further reduces education opportunities across the globe.

The challenges of today's world – globalisation, poverty, economic inequality, failed states, insecurity, violence, intolerance, radicalism, extremism, terrorism, armed conflicts, human mobility and environmental degradation, among others – are multifaceted and transnational in nature. Gender inequality persists and gender-based violence threatens women's lives every day.

Democratic systems are being challenged by alternative models of development, while there are signs that democracy itself is losing its appeal, particularly with the young. The global phenomenon of shrinking space for civil society, and wider challenges to fundamental freedoms, are raising urgent questions about the health of our democracies, in both the developed and developing world. New technologies also present opportunities and threats on an unprecedented scale.

Responses and solutions to these challenges are the cause of heated debate and controversy. Universities – with their commitment to new thinking and free expression – provide the best possible setting to enlighten these debates and shape the required multi-layered solutions. The contribution of the universities belonging to the Global Campus of Human Rights, in particular, can provide technical knowledge and expertise to guide these processes and infuse them with perspectives based on democracy and human rights.

<sup>7</sup> JOINT COMMUNICATION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL on strengthening the EU's contribution to rules-based multilateralism JOIN(2021) 3 final 17.2.2021

The priority for the upcoming period is to continue strengthening the international character of the programme and to provide education and training opportunities tailored to the given context. This would allow regional and national debates, for example, but would also offer better exchange opportunities within and across the world, including through the Alumni Association.

The participation of women will be promoted through specific measures to foster equal opportunities and gender equality.

#### Identification of **main stakeholders** :

At present, around 220 students, boys and girls, benefit annually from education and training in human rights and democracy through the various regional Master's programmes, while around 350 more individuals will participate in other collateral activities to the Master's programmes, ranging from training seminars, conferences, research projects, promotional activities, and between 2 000 and 3 500 as beneficiaries of e-learning education. The alumni of the programmes take advantage of continued education and networking opportunities.

The regional Master's programmes within the global network now represent some 100 universities and institutions providing education, training and research in human rights and democracy. Many stakeholders benefit from training and expertise provided by the worldwide network, such as: public administrations (all public institutions involved with human rights and democratisation); civil society organisations (NGOs, research centres, think-tanks, trade unions, civil movements, professional associations, etc.); international governmental, multi-governmental (including the EU) and non-governmental organisations; and the wider academic and research community.

The Global Campus cooperates with the European Parliament, EU Member States, various international organisations – including the United Nations Office of the High Commissioner for Human Rights (OHCHR), UNESCO, the Council of Europe, the OSCE Office for Democratic Institutions and Human Rights (ODIHR) – the Right Livelihood Foundation, national development agencies (e.g. GIZ), relevant academic and training institutions, and several leading NGOs.

Gradually, more and more links are also being developed with the private sector, not only as a potential co-funder but also as a beneficiary in the form of training and research activities on corporate social responsibility.

## 3. DESCRIPTION OF THE ACTION

### 3.1. Objectives and Expected Outputs

The Overall Objective (Impact) of this action is to foster new generations of human rights defenders able to contribute to a world in which human rights and democracy are realised.

The Specific(s) Objective(s) (Outcomes) of this action are:

1. Enhanced effectiveness of post graduate education in human rights and democratisation based on the principles of diversity and inclusiveness
2. Improved employability of post graduate alumni in human rights and democratisation sector
3. Promoted enabling environment for research, networking and outreach within worldwide community of human rights professionals

The Outputs to be delivered by this action contributing to the corresponding Specific Objectives (Outcomes) are:

- 1.1. Enhanced access to post graduate education in human rights and democratisation
- 1.2. Continued availability of specialized human rights and democracy trainings and digital learning resources
- 2.1. Strengthened capacity of alumni to acquire employment in human rights and democratisation sectors
- 3.1. Promoted opportunities for joint research and publication
- 3.2. Consolidated networks of academic institutions and communities of practice at regional and international level
- 3.3. Enhanced awareness of experts and larger audience on human rights as a building block of resilient societies

### 3.2. Indicative Activities

#### Activities related to Output 1.1

Master's programmes and career programmes:

Implementation of the seven regional Master's programmes of the Global Campus:

- a) The European Master's Programme in Human Rights and Democratisation (EMA), coordinated by Global Campus HQ in Venice;
- b) The Master's Programme in Democracy and Human Rights in South East Europe (ERMA), coordinated by the Universities of Sarajevo and Bologna;
- c) The Master's Programme in Human Rights and Democratisation in Africa (HRDA), coordinated by the University of Pretoria;
- d) The Master's Programme in Human Rights and Democratisation in the Asia-Pacific (APMA), coordinated by the University of Mahidol, Bangkok;
- e) The Master's Programme in Human Rights and Democratisation in the Caucasus (CES), coordinated by the University of Yerevan;
- f) The Master's Programme in Human Rights and Democratisation in Latin America and the Caribbean (LATMA), coordinated by the University of San Martin, Buenos Aires;
- g) The Arab Master's Programme in Democracy and Human Rights (ARAB.MA), coordinated by the University of Saint Joseph, Beirut.
- h) any new programme developed by the Global Campus in joint agreement with the Commission and the European External Action Service

#### Activities related to Output 1.2:

- E-learning: to expand academic outreach, the digital presence will continue to be reinforced through Massive Open Online Courses and self-paced e-learning courses (free and for fee).
- Summer schools and training programmes: summer schools and seminars, including the Venice School and other training initiatives targeting current specific human rights issues or specific professional groups/target sectors.

#### Activities related to Output 2.1:

- Alumni Association's activities

#### Activities related to Output 3.1:

Joint research activities and publication projects: Global Campus research programme; Global Campus Human Rights Journal (GCHRJ); Global Campus Master's Theses, including Awarded Theses; Policy Observatory Project.

#### Activities related to Output 3.2 and 3.3:

Networking and outreach actions: Exchange of professors; annual workshops on integrated teaching; supervision of online theses; annual Global Classroom; annual international conference on human rights and democratisation; conferences and dialogues; annual Nelson Mandela World Moot Court; Repository; support to scholars and students at risk.

### 3.3. Mainstreaming

#### **Gender equality and empowerment of women and girls**

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that activities will place special emphasis on addressing gender balance issues, analysing normative instruments, international policies and strategies on gender equality and women's rights. Gender awareness may also be addressed through dedicated training seminars or activities that tackle key issues such as: women's rights as human rights; emancipation; the recognition of differences; and awareness of intersections between gender and other factors relating to identity (class, ethnic origin, religion, age, sexual orientation, gender identity, etc.).

#### **Human Rights**

The action will take account of the rights of children, persons with disabilities, indigenous peoples, persons belonging to minorities and persons affected by caste-based discrimination, as well as the links between the environment and human rights, in line with the human rights-based approach, by embedding them across

the activities and reflecting them in the students recruitment policy<sup>8</sup>. The action will seek to provide access to activities for individuals belonging to minorities.

### 3.4. Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
1- External environment	Student and partner universities considered as antagonists/ political enemies	H	M	Global Campus is facing a growing need to intervene to protect students in their primary role as human rights defenders at risk. Specific emergency measures shall be identified to support them.
2- planning, processes and systems	Financial dependency of the Global Campus on EU funding	H	L	Global Campus benefits from a significant source of funding from the Right Livelihood Foundation
1- External environment	Impact of pandemics on access to education, students' and professors' mobility	M	H	Global Campus has reacted well to COVID-19 and put great effort into transforming its education into e-learning outputs, but the long-term effects of the pandemics will require further measures
3- people and the organisation	Communication and decision-making challenges due to the decentralised nature of the network	M	L	The organisation has been progressing towards joint governance structures

#### Lessons Learnt:

Findings from the in-depth external evaluation of the Global Campus carried out in 2017-2018 are positive and include the following highlights:

- good progress has been made in the transition to a unified Global Campus, including widening joint activities involving teaching staff, students, alumni and administrators;
- the Global Campus initiative has led to the establishment and maintenance of effective programmes in a diverse and often challenging range of institutional, societal and political contexts;
- achievements by the Master's degree programmes, based on a common, shared model, and also, for the most part, effective adaptation of the model by regional networks to ensure a close match with the contexts and needs of the individual regions;
- the Global Campus model is at its most effective when it brings together academic work (including research activity) and cooperation with key external stakeholders from civil society and governments (e.g. through internships and support from alumni networks);
- graduates of the Global Campus Master's programmes have been able, for the most part (over 90%), to find employment relating to human rights and democracy in their countries and regions, and have gone on to make, in many cases, significant contributions to promoting human rights and democracy in their organisations.

The Global Campus has been working on a number of recommendations, including:

- spreading the influence of the work of the university partnerships broadly in the countries and regions in which they operate;
- reviewing staffing, costs of education and budgets;

<sup>8</sup> [https://ec.europa.eu/europeaid/sectors/rights-based-approach-development-cooperation\\_en](https://ec.europa.eu/europeaid/sectors/rights-based-approach-development-cooperation_en)



- strengthening capacity across the Global Campus, including engaging with member universities on their capacity development requirements (progress has been limited, hindered by lack of resources beyond the seven regional Master's programmes);
- intensifying efforts in research, outreach and training (the number of online training seminars has been increasing, yet cooperation on research remains limited, as the core mandate remains education and only a limited budget is allowed for other activities);
- developing and implementing common procedures for teaching and learning and deploying an online platform to support the teaching process (the creation of an academic committee and the move to remote/virtual teaching has fast-tracked progress).

### 3.5. The Intervention Logic

The underlying intervention logic for this action is that:

The action will further develop the current Master's programmes, enhance quality, promote exchange between the regional Master's programmes, and seek to boost internships for young human rights professionals. Online learning courses will be further enhanced to provide short-term, targeted and high-quality human rights education. The Global Campus will consolidate inter-regional networking and promotes the cross-fertilisation of experiences and promotion of best practices. It is assumed that the member universities, regional hubs and individual students are interested in collaborating and that this collaboration results in meaningful exchanges.

Through these actions, Global Campus will not only reinforce high-quality education in human rights and democracy, but also: encourage vibrant intra- and inter-regional exchange and research in the current debates on human rights and democracy; reinforce local capacities in the field; enhance ownership of national human rights and democratisation agendas; and help to strengthen the global human rights defenders' network.

It is assumed that stakeholders understand the increasing challenges of democratic societies and reduced space for human rights nationally and internationally. It is also assumed that the impact of the pandemic will at least slowly diminish in terms of limiting students' and professors' mobility and capacity to exchange internationally, and that a conducive environment will be established between the Global Campus and stakeholders. If these assumptions hold true, relevant stakeholders will show increased interest in the Master's programmes and other activities on democratisation and human rights, and in the main results – qualified, skilful human rights professionals. The increased use of human rights professionals will contribute to more democratic societies and respect for human rights.

The work of the Global Campus partners, as education and research institutions specialising in human rights and democracy, will thus contribute to counteracting localism, nationalism, populism, authoritarianism, intolerance, and overall restrictions to the enjoyment of fundamental rights.

### 3.6. Logical Framework Matrix

At action level, the indicative logframe should have a maximum of 10 expected results (Impact/Outcome(s)/Output(s)).

It constitutes the basis for the monitoring, reporting and evaluation of the intervention.

On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action.

The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

PROJECT MODALITY (3 levels of results / indicators / Source of Data / Assumptions - no activities)

Results	Results chain	Indicators (at least one indicator per expected result)	Baselines Reference year 2019-2020	Targets (per academic year)	Sources and means of verification	Assumptions
Impact	1. To foster new generations of Human Rights Defenders able to contribute to a world in which human rights and democracy are realised	Quantitative: N. of Global Campus graduates active in human rights roles. (disaggregated by sex)  Qualitative: - mechanisms are in place to facilitate access to human rights post-graduate education	New indicator	Depending on first assessment	Surveys or Alumni DB (updated yearly) Annual Report highlighting the policies in place to attract students from a wide range of backgrounds, disciplines, countries, socio-economic groups and disadvantaged groups, including via tuition fee waivers and scholarships	GC alumni will apply to jobs in the human rights field and put in practice knowledge, skills and values gained in GC Master's programme  Students from vulnerable groups are especially motivated in pursuing a career in human rights

Outcome(s)	<b>1. Education &amp; training</b> Enhanced effectiveness of post graduate education in human rights and democratisation based on the principles of diversity and inclusiveness	Quantitative: No. and % of graduated over enrolled students (by gender / country - indicate from which cohort they are)	198/over approx. 210	180/over approx. 200	Reports from regional hubs / academic transcripts	Universities approve and allow HR curriculum
	<b>2. Employability</b> Improved employability of post graduate alumni in human rights and democratisation sector	Quantitative: Employment rate in the last 3 years, in relevant sectors (specify if alumni were already employed, provide % broken down by sex)	92%	85-92 %	Reports from regional hubs	Sustained student interest in the programme
	<b>3. Research/ Networking/ Outreach</b> Promoted enabling environment for research, networking and outreach within worldwide community of human rights professionals	Quantitative: Number of universities member in the network  Quantitative: No. of MoUs / partnership / stakeholder agreements (formal and informal)	97  New indicator	97	Reports from regional hubs	Continued cooperation of human rights and democratisation organisations
Outputs	<b>1.1. Education</b> Enhanced access to post graduate education in human rights and democratisation	No. of students enrolled in education with EU support: tertiary education (EU Results Framework Indicator), disaggregated by gender and country  % of students giving positive evaluation about i) quality and relevance of the curriculum, ii) quality of the teaching, iii)	210  88% (only refers to iii) quality of the overall programme)	200  85-90%	GC Annual Report/ regional reports	Continued commitment of all partner universities  Limited travel disruption due to COVID-19  A sizeable % of the stakeholders (students,

		<p>quality of the overall programme</p> <p>- Policies/procedures are in place to monitor feedback from students and professors, review the curriculum, and address shortcomings</p>				<p>lecturers and academic organisers/academic bodies) are willing to give feedback</p> <p>Member universities hosting the Master's programmes are supportive of curriculum review/adaptation</p>
	<p><b>1.2. Training</b></p> <p>Continued availability of specialized human rights and democracy trainings and digital learning resources</p>	<p>No. of MOOCs and/or online courses</p> <p>No. of in-person training sessions</p> <p>Mechanisms are in place to design and implement digital learning and training activities</p>	<p>4</p> <p>18</p>	<p>4</p> <p>13</p>	<p>Annual report</p> <p>Evaluation forms/statistics</p>	<p>Availability of funding</p>
	<p><b>2. 1. Employability</b></p> <p>Strengthened capacity of alumni to acquire employment in human rights and democratisation sectors</p>	<p>a) Quantitative</p> <p>No. of internships offered (differentiated data for men and women)</p> <p>b) Qualitative</p> <p>Relevant activities are implemented to support student careers and professional advancement</p>	<p>New indicator</p>	<p>Depending on first assessment</p>	<p>Surveys</p>	<p>Continued interest of potential employers</p>

	<b>3.1. Research</b> Promoted opportunities for joint research and publication	No. of theses published  No. of other research outputs released  Organisation of regional and cross-regional research activities	194  127	200  100	Reports from regional hubs	Commitment of the academic network to engage in innovative research
	<b>3.2. Networking</b> Consolidated networks of academic institutions and communities of practice at regional and international level	% of MoUs/partnerships/agreements/collaborations (formal and informal) leading to actual joint activities  Activities and mechanisms are in place to develop new partnerships or consolidate existing ones	New indicator	Depending on first assessment	Reports from regional hubs	Continued commitment of all partner universities  Continued interest of stakeholders
	<b>3.3. Outreach</b> Enhanced awareness of experts and larger audience on human rights as a building block of resilient societies	Non-academic publications, events (also online), campaigns, other activities to ensure visibility  Number of students and scholars at risk benefiting from support				

## 4. IMPLEMENTATION ARRANGEMENTS

### 4.1. Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with partner country.

### 4.2. Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 84 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 Financing Decision and the relevant contracts and agreements.

### 4.3. 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>9</sup>.

#### 4.3.1. Direct Management (Grants)

##### **Grants: (direct management)**

##### **(a) Purpose of the grant(s)**

The objective of the grant is to achieve the objectives and outputs set out in 3.1. *supra*

##### **(b) Type of applicants targeted**

This action will be implemented by the Global Campus, as a network of universities delivering human rights postgraduate diplomas, including scholarships for students and human rights defenders from non-EU countries, as singled out in.

##### **(c) Justification of a direct grant**

Under the responsibility of the Commission's authorising officer responsible, the grant may be awarded without a call for proposals to Global Campus of Human Rights. The recourse to an award of a grant without a call for proposals is justified because the beneficiary is identified in the basic act on which this decision is based (Article 27(3)(c) of the NDICI Global Europe Regulation (EU) 2021/947), and, thus, in accordance with Article 195(d) FR.

### 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 and set out in the relevant contractual documents shall apply.

<sup>9</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.

#### 4.5. Indicative Budget

<b>Indicative Budget components<sup>10</sup></b>	<b>EU contribution (amount in EUR)</b>	<b>Third-party contribution, in currency identified</b>
<b>Direct grant: Global Campus</b>	10 400 000	2 600 000
<b>Evaluation – cf. section 5.2</b> <b>Audit – cf. section 5.3</b>	Amount will be covered by another Decision	N.A.
<b>Totals</b>	10 400 000	2 600 000

#### 4.6. Organisational Set-up and Responsibilities

European Commission Headquarters will carry out the contracting and management of the grant resulting from this decision. The Global Campus General Assembly meets once a year to approve the budget and annual report, and Global Campus board meetings take place on average three times a year.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action.

#### 4.7. Pre-conditions

N/A

### 5. PERFORMANCE MEASUREMENT

#### 5.1. 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) and the partner's strategy, policy or reform action plan list (for budget support).

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).

Roles and responsibilities for data collection, analysis and monitoring lies with Global Campus.

#### 5.2. Evaluation

Having regard to the nature of the action, a mid-term or a final evaluation may be carried out for this action or its components via independent consultants contracted by the Commission and/ or via the implementing partners.

It will be carried out for learning purposes, in particular to take stock of the implementation of recommendations made under the external evaluation performed in 2017-2018 in view of future financial support.

Appropriate expertise on gender equality will be ensured in evaluation and monitoring teams

<sup>10</sup> N.B: The final text on audit/verification depends on the outcome of ongoing discussions on pooling of funding in (one or a limited number of) Decision(s) and the subsequent financial management, i.e. for the conclusion of audit contracts and payments.

The Commission shall inform the implementing partner at least three months in advance of the dates envisaged 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 implementing partner and other key stakeholders following the best practice of evaluation dissemination<sup>11</sup>. 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 contracted by the Commission shall be covered by another measure constituting a Financing Decision.

### 5.3. Audit and Verifications

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 audit or verification assignments for one or several contracts or agreements.

## 6. STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

It will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

## APPENDIX 1 REPORTING IN OPSYS

An Intervention<sup>12</sup> (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its

<sup>11</sup> See best [practice of evaluation dissemination](#)

<sup>12</sup> [ARES \(2021\)4204912](#) - For the purpose of consistency between terms in OPSYS, DG INTPA, DG NEAR and FPI have harmonised 5 key terms, including 'action' and 'Intervention' where an 'action' is the content (or part of the content) of a Commission Financing Decision and 'Intervention' is a coherent set of activities and results which constitutes an effective level for the operational follow-up by the EC of its operations on the ground. See more on the [concept of intervention](#).



external development operations. As such, Interventions constitute the base unit for managing operational implementations, assessing performance, monitoring, evaluation, internal and external communication, reporting and aggregation.

Primary Interventions are those contracts or groups of contracts bearing reportable results and respecting the following business rule: 'a given contract can only contribute to one primary intervention and not more than one'. An individual contract that does not produce direct reportable results and cannot be logically grouped with other result reportable contracts is considered a 'support entities'. The addition of all primary interventions and support entities is equivalent to the full development portfolio of the Institution.

Option 2: Group of actions level		
<input checked="" type="checkbox"/>	Group of actions	Actions reference : INTPA/2021/43411 and INTPA/2021/43114