



EN

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

**ANNEX 2**

to the Commission Implementing Decision on the financing of the annual action plan in favour of Angola for 2022

**Action Document for Revitalisation of agricultural vocational education and training in Angola**

**ANNUAL PLAN**

This document constitutes the annual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

## 1 SYNOPSIS

### 1.1 Action Summary Table

<b>1. Title CRIS/OPSYS business reference Basic Act</b>	Revitalisation of agricultural vocational education and training in Angola OPSYS number: ACT-61271 Financed under the Neighbourhood, Development and International Cooperation Instrument ( <u>NDICI-Global Europe</u> )
<b>2. Team Europe Initiative</b>	Yes TEI Diversification of Economy and Public Financial Management Angola <sup>1</sup>
<b>3. Zone benefiting from the action</b>	The action shall be carried out in the Republic of Angola, in particular in the provinces of Luanda, Uíge, Malanje, Lunda Sul, Kwanza Norte, Kwanza Sul, Benguela, Namibe, Huíla, Huambo, Bié, Cuando Cubango and Moxico.
<b>4. Programming document</b>	Multiannual Indicative Programme (MIP) 2021-2027 for Angola <sup>2</sup>
<b>5. Link with relevant MIP(s) objectives / expected results</b>	Priority Area 3 - Human development Specific Objective (SO1) “To improve access, quality and relevance of Technical and Vocational Education and Training (TVET) and Higher Education”. Expected Result a) Improved school network and regulations related to TVET included identifying labour needs for VET focused on promoting skills and employability.
<b>PRIORITY AREAS AND SECTOR INFORMATION</b>	
<b>6. Priority Area(s), sectors</b>	Human Development – 113 Secondary Education
<b>7. Sustainable Development Goals (SDGs)</b>	Main SDG (1 only): SDG 4 – ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Other significant SDGs (up to 9) and where appropriate, targets: SDG 5 – Gender equality

<sup>1</sup> [Angola | Team Europe Initiative and Joint Programming tracker \(europa.eu\)](#)

<sup>2</sup> Commission Decision on the adoption of the National Indicative Programme between the European Union and Angola C(2021) 9359 final of 15.12.2021.

	SDG 8 – Decent work and economic growth SDG 1 – End poverty			
<b>8 a) DAC code(s)</b>	DAC code 11330 – Vocational Training – 100%			
<b>8 b) Main Delivery Channel</b>	Third Party Government -13000			
<b>9. Targets</b>	<input type="checkbox"/> Migration <input checked="" 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 @		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services		YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	/
Connectivity @		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	digital connectivity energy transport health education and research	YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	NO <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 type="checkbox"/>	<input checked="" 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(s) (article, item): BGUE-B2022-14.020122-C1-INTPA  Total estimated cost: EUR 40 000 000  Total amount of EU budget contribution: EUR 5 000 000  This action is co-financed in joint co-financing by Agence Française de Développement (AFD) for an amount of EUR 35 000 000  The action is part of the Team Europe Initiative ‘Diversification of Economy and Public Financial Management’ which includes the participation of the European Investment Bank (EIB), AFD, the Netherlands and Portugal.			
<b>MANAGEMENT AND IMPLEMENTATION</b>				
<b>13. Type of financing</b>	This contribution to the Regional Blending Platform shall be implemented in indirect management by the entities indicated in the annex to this Action Document, in accordance with the Regional Blending Platform’s award procedure.			

## 1.2 Summary of the Action

The Action intends to contribute to the Angolan MIP’s Priority Area 3 (Human Development) and its Specific Objective 1 (SO1) ‘To improve access, quality and relevance of Technical and Vocational Education and Training (TVET) and Higher Education’ by adapting the workforce to market needs and improving gender equality.

The Action aims at revitalising the Angolan network of Technical Agrarian Institutes (*Institutos Técnicos Agrários* - ITAs in Portuguese) that are located in rural areas across the country. That revitalisation includes: making ITAs curricula more relevant to the current needs of the agriculture and farming sector; transforming ITAs into pivotal institutions that extend their activities outside the school’s walls to the benefit of the local communities; and improving ITAs infrastructure to make it fit for purpose.

In addition, gender equality will be at the centre of the ITAs’ revitalisation process. To broaden training opportunities for girls and nurture their self-esteem, the action will support the delivery of gender sensitive training and sexual and reproductive health education. It will also support the adoption of gender-aware infrastructures and organisation of work, the creation of counselling/mentoring services and citizen/association structures to deal with complaints and challenge stereotypes and social norms - including abuse of power/authority and gender-based violence - inside and outside the ITAs.

The Action will contribute to the Agenda 2030 Goals in specific to End poverty (SDG 1), Quality Education (SDG 4), Achieve Gender Equality (SDG 5), Decent Work and Economic Growth (SDG 8), and Strengthen the means of implementation and revitalise the global partnership for sustainable development (SDG 17). In a long-term perspective, the improved qualification of ITAs graduates (if combined with a better business environment) will

provoke an increase in the productivity of the agricultural sector including products more adapted to climate change and nutrition-oriented, causing a decrease of prices and alleviating poverty and food insecurity and thus contributing to SDG 1 – End poverty.

The Action is in line with the EU Gender Action Plan III 2021-2025<sup>3</sup> that foresees (at least) one planned bilateral Action which has Gender Equality as the principal objective. The Action will also contribute to the EU-Africa: Global Gateway Investment Package on Education & Training, through the investment in TVET, paying particular attention to the inclusion of girls and other vulnerable groups. The Action contributes to the EU policy to tackle inequalities in developing countries<sup>4</sup>.

This action is part of the Team Europe Initiative (TEI) ‘Diversification of Economy and Public Financial Management’.

## 2 RATIONALE

## 2.1 Context

Starting in 2017, the Government headed by President João Lourenço initiated a series of transformational reforms in the political-administrative, social and economic systems. Following the general elections held in August 2022, the new Government announced by President Lourenço is an exercise in continuity with the major portfolios remaining in the same hands. Important legislation and programmes are in place in the areas of economic and export diversification. To move away from its dependency on fossil fuels, the Government has embarked in an ambitious programme to diversify the economy, but progress is limited and the labour market remains characterised by informality, low productivity and mismatched skills. Domestic food production is highly vulnerable to climate shocks and given the weak food system, farmers are trapped in small scale, low productivity, subsistence agriculture contributing to low nutritional outcomes impacting human development negatively.

The country confronts extreme inequalities. One in two people live below the international poverty line of USD 1.90 per day and 51% of the population suffers multidimensional poverty<sup>5</sup>. In the last term of 2021, 90% of employed women worked in the informal sector and 72% of men<sup>6</sup>, a sector characterised by poor working conditions, low salaries, no access to social welfare systems and to labour rights. Triggered by the outbreak of the COVID-19 pandemic and exposure to recurrent climate events, in 2020, the economy recorded its worst contraction in the last 40-years and real GDP fell by 5.6%<sup>7</sup>, exacerbating a recession that started in 2014. However, it is recovering with real GDP growth estimated at 0.7% in 2021 and forecasted at 3% in 2022 by the IMF.

The southern provinces of Angola are experiencing the fifth consecutive year of drought conditions while the 2021 drought was the worst in over 40 years. According to the latest assessments, there have been over 1.58 million people (IPC) facing acute food insecurity in the southern part of Angola<sup>8</sup>. An estimated 417,000 people is facing emergency levels of food insecurity (IPC Phase 4). The Global Acute Malnutrition (GAM) measured end 2022 was above the emergency thresholds (15%) in Huíla (19.2%) and Benguela (16.6%) provinces and nearing 15 per cent in Huambo (14.8%) while in Cunene the prevalence of acute malnutrition is (12.4%). At national level, it is estimated that 400,000 children are acutely malnourished including over 177,000 children severely malnourished<sup>9</sup>.

The EU has been providing support to Angola's ambition to diversify its economy, expand exports and integrate to the global market, become more resilient and bolster interest to embrace green growth. Implementation of the MIP is ensured by a substantial "Team Europe Initiative (TEI) focusing on Economic Diversification and sound financial management" which includes this particular Action. The TEI is of mutual interest to Angola, the EU, its Member States (notably France, Portugal and the Netherlands) and the European Investment Bank (EIB). The TEI seeks to upgrade non-oil based value chains, further develop the private sector, support export promotion and

<sup>3</sup> Gender Action Plan III – a priority of EU external action (europa.eu).

<sup>4</sup> Commission Staff Working Document on Implementation of the new European Consensus on Development – Addressing inequality in partner countries SWD(2019) 280 final of 14.6.2019.

<sup>5</sup> 51% of the population is poor according to the Multidimensional Poverty Index (IMP-A) with large differences between rural (88% of the population) and urban population (35%). World Bank (2020), “Angola poverty assessment”.

<sup>6</sup> Angola Gender equality diagnosis. European Union (2022)

<sup>7</sup> IMF, May 2022.

<sup>8</sup> Integrated Food Security Phase Classification (IPC) Angola, April 2022

<sup>9</sup> UNICEF, February 2022

investments, particularly EU-Angola trade, as well as strengthening the enabling environment, including skills development and economic governance.

The proposed Action intends to contribute to the MIP's Priority Area 3 (Human Development) and Specific Objective 1 (SO1) "To improve access, quality and relevance of TVET and Higher Education" by adapting the workforce to market needs and employment/earning opportunities as well as improving gender equality. It is a blended operation where the Lead Finance Institution provides technical and financial assistance to modernise and equip Angola's 12 ITAs, oriented towards sector opportunities, and the EU contribution aims particularly at integrating a gender equality agenda and nutrition. To broaden training opportunities for girls and nurture their self-esteem, the EU will support the delivery of gender sensitive training and sexual and reproductive health education. It will also support the adoption of gender-aware infrastructures and organisation of work, the creation of counselling/mentoring services and citizen/association structures to deal with complaints and challenge stereotypes and social norms - including abuse of power/authority and gender-based violence - inside and outside the ITAs. In line with the Human Rights Based Approach, the Action will integrate measures to raise awareness of Human Rights including labour rights abuses, such as child labour in agriculture.

The Action will be beneficial to EU interventions to be developed in 2023-24 to support the Government's Support Programme to the Production, Export Diversification and Import Substitution with interventions in the agricultural sector, aimed at improving Angola's competitive advantage by upgrading sustainable value chains through climate-smart agriculture that contribute to increased productivity, exports, food security and nutritional outcomes in addition to meeting the demand for work opportunities and decent jobs with a special focus on women and youth. The proposed interventions align with the strategical orientation provided by the Global Gateway by investing in education/training. They also align with the international outreach of the Farm to Fork Strategy by promoting sustainable and nutritious agricultural products adapted to climate change contributing to a "food system transformation" from "food system production".

The Action will contribute to the Agenda 2030 Goals in specific to End poverty (SDG 1), Quality Education (SDG 4), Achieve Gender Equality (SDG 5), Decent Work and Economic Growth (SDG 8), and Strengthen the means of implementation and revitalise the global partnership for sustainable development (SDG 17). The Action is in line with the EU Gender Action Plan III 2021-2025 that foresees (at least) one planned bilateral Action which has Gender Equality as the principal objective.

The Action interacts with two important domestic policies. First, it supports a "gender aware" approach in the ITAs (from infrastructure to curricula and school management) that improves its access and the attractiveness amongst girls and their families. Second, by increasing the number of girls and women being trained or working in the ITAs (for instance as teachers), the Action will reinforce the agriculture sector dynamism including the promotion of products adapted to climate change and nutrition as the sector will gain motivated and prepared women alongside men.

The Action is also fully aligned to the National Policy for Gender Equality, Equity<sup>10</sup>, and the National Development Plan<sup>11</sup> that proposes the full realisation of Human Rights and fundamental liberties of women and men, including equal opportunities in employment policies, such as the reduction of professional segregation and the promotion of a working-life balance.

## 2.2 Problem Analysis

### Short problem analysis:

Angola has a vast and untapped agricultural potential. The country only uses 10-15% of its agricultural land of which 92% is composed of family farms (72% is worked manually, 25% use animal traction and 3% is mechanised). Currently, only a third of smallholder farms receive any form of technical assistance, a scant 4% benefit from technological packages, and almost all land is rain fed.<sup>12</sup> Angola imports more than 50% of food, and rural poverty, where a third of the population lives, is acute. Child labour can be found in agriculture (farming, fishing, cattle herding and in the production of charcoal) and is largely unaddressed.

<sup>10</sup> Presidential Decree n.º 222/13, of 10th December.

<sup>11</sup> National Development Plan 2018-2022. Republic of Angola (2018).

<sup>12</sup> Draft mid-term review of FRESAN project.

The challenge is to identify a viable strategy to successfully address this complex, strategically important yet long-neglected sector, and mobilise the actors that can support it and implement it. The effects of a successful development of agriculture can thus be profound on the economy, the country and the population. The proposed Action, focusing on the development of TVET in the field of agriculture, contributes to this.

Angola has 12 public ITAs, equivalent to secondary education, distributed across the country. They differ greatly in terms of number of students, infrastructure and management set up. However, common to all is the need to modernise their teaching, to upgrade their staff capacities, to adopt more effective management system, to be equipped, to increase the gender balance among students, to better use their assets (specifically land), to cost out their needs (investment and current) and seek funding (private and/or public) to deliver quality education, to improve the resilience of the communities to climate change and contribute to the sector's growth. In particular, teaching methodologies and curricula need to include more "hands-on" experience both at the working fields and at the laboratory. Angolan private operators in the agriculture sector claim that graduates are not equipped with "practical knowledge" and as a result they choose between hiring foreign workforce or hire and train "in-house" Angolan graduates. Besides, in the near future, formal agribusiness' companies will not be able to absorb all ITAs' graduates. Therefore, ITAs are faced with the challenge of delivering entrepreneurship skills training to maximise their graduates' chances to find earning opportunities in the field of agriculture through self-employment. In addition, there is a need for key stakeholders in the sector to move away from a gender-blind policymaking and programme development and to tackle attitudes and assumptions that perpetuate discrimination to leave no one behind. This particularly refers to those at greater risk of being excluded from quality education such as girls and young people with disabilities.

**Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:**

The direct and immediate beneficiaries of the Action, considered as rights-holders with the right to access education, will be the ITA's students (about 6 000 per year), whose learning and school life conditions will be significantly improved, both in terms of working environment and the relevance of the teaching and preparation for their future profession. To improve girls' access to training and their professional integration in the agricultural sector, the Action will work with relevant stakeholders to develop a curriculum integrating gender equality and modules for the prevention of violence against girls and women and sexual harassment, to adapt gender aware infrastructures and organisation, to provide counselling/mentoring services and citizen/association structures to deal with complaints and challenge stereotypes and social norms as well as improve their study conditions. The students' families and local communities are also significant stakeholders.

Other direct beneficiaries, considered as duty-bearers responsible to respect, protect and realise the rights of the students, will be the teaching, administrative and support staff of the ITAs who will be involved in the curricula review, in modernising of teaching and working practices. Particular attention will be paid to the needs of women and measures to facilitate their professional engagement.

Finally, the Ministries concerned, the Ministry of Education (MED) and Ministry of Agriculture and Fisheries (MINAGRIP), will see their institutional capacities strengthened, and inter-ministerial collaboration established according to a model that could be replicated for the benefit of sectors other than the agricultural sector. The Ministry of Social Action, Family and Women Promotion (MASFAMU) will also benefit from the Action through the partnerships and capacitation of its network of Social Action, Family and Gender Equality Cabinets (GASFIGs)<sup>13</sup>, an indispensable partner given its responsibility in the implementation of the National Policy for Gender Equality and Equity.

In a more indirect way, agricultural production will improve thanks to the skills acquired and passed on by the technicians trained based on the Agriculture and Rural Training system that is more attentive to their needs, which will enable to improve the production and productivity in a sustainable way. It will also ensure women's (future) participation in agricultural value chain, where they will also be able to take responsibility for other than the "conventional" tasks of marketing and cultivating specific agricultural products. In line with the Human Rights Based Approach, the action will seek to raise awareness of child labour in agriculture in view of addressing this issue.

<sup>13</sup> GASFIG was identified as a key player in a Gender Profile carried out by AFD in the framework of the Agrarian Technical Schools Revitalisation Project.

### 3 DESCRIPTION OF THE ACTION

#### 3.1 Objectives and Expected Outputs

The Overall Objective (Impact) of this Action is the reduction of food insecurity and poverty in rural areas and the reduction of gender inequality in general.

The Specific Objectives (Outcomes) of this Action are:

1. ITAs' graduates equipped with the knowledge and skills required to adapt to the needs of the agriculture sector in Angola in a sustainable manner;
2. ITAs' activities extended throughout the provinces where they are based, responding to local opportunities and challenges;
3. ITAs' infrastructure – building, maintenance, operating system – adequate to its mission and the needs of women and men;

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

##### Outputs linked to Outcome 1

- 1.1 Curricula adapted to the local needs and the environmental and climate change context – practical learning reinforced, integration of gender equality, elimination of child labour and other social priorities, promotion of agroecological and climate-smart practices and practises to combat biodiversity loss and adaptation to climate change, and nutrition sensitive interventions;
- 1.2 ITAs' teachers equipped with the knowledge and skills needed to respond to the current issues of the sector, including gender equality and more broadly human rights, including labour rights;
- 1.3 Graduate students, especially those living in the most disadvantaged situations, equipped with ITAs support throughout their studies and for the transition from studying to working.

##### Outputs linked to Outcome 2

- 2.1 ITA's extension strategy implemented to become pivotal institutions to the local community and public and private stakeholders including private entrepreneurs, and social partners;
- 2.2 Public and private, including social partners, and civil society organisations stakeholders involved in ITAs governance structures;
- 2.3 ITAs management modes and procedures harmonised and improved to ensure adaptability and sustainability.

##### Outputs linked to Outcome 3

- 3.1 ITAs infrastructure rehabilitated - including canteen, boarding school, sports and cultural facilities, crèche, sanitation and waste management, etc. - and equipment provided to ensure good teaching and safety conditions in a more sustainable manner and for all students, including those living with disability;
- 3.2 ITAs title obtained for land adjacent to its infrastructure for practical learning and for ITA's production and usufruct without adverse social effects (no forced reallocation, etc.).

#### 3.2 Indicative Activities

##### Activities relating to Output 1.1

- a) Create training reference systems adapted to local agro-ecological and environmental specificities, and practises to combat biodiversity loss and adaptation to climate change, nutritional needs and social conditions such as gender equality, and child labour.
- b) Deliver practical training and create *sandwich training* programmes for students (combining training at ITAs and workplace).

##### Activities relating to Output 1.2

- c) Design and deliver in-service training for teachers in technical subjects and in gender equality to fight stereotypes, abuse of power and gender-based violence in ITAs.

##### Activities relating to Output 1.3

- d) Deliver mentoring and grants for economically disadvantaged students (especially girls) as well as seed funding for students that want to start sustainable agribusinesses initiatives adopting sound natural resources management solutions based on circular economy and responsible production principles.

#### Activities relating to Output 2.1

- e) Conduct studies on local farming and agriculture to inform the design of nature-based solutions adapted to climate change and environmental degradation.
- f) Create a digital repository for the studies mentioned above and equip libraries with learning resources accessible for non-school audiences.
- g) Support ITAs design of an extension strategy and action plan.

#### Activities relating to Output 2.2

- h) Provide technical assistance to national and local institutions in charge of education, women promotion and agricultural development that are involved in ITA's governance structures.
- i) Encourage involvement of social partners, particularly worker representative organisations, and civil society organisations in the ITA's governance structures

#### Activities relating to Output 2.3

- j) Create and deliver a gender-sensitive training plan for management teams.
- k) Support ITAs with the design of their institutional project.

#### Activities relating to Output 3.1

- l) Conduct construction and rehabilitation works as well as installation of equipment, including adapted to the needs of students and persons with disabilities where relevant.

#### Activities relating to Output 3.2

- m) Legalise ITA's use of land.
- n) Solve illegal occupations of land belonging to ITAs by establish agreements with land users to demark the area reserved for ITAs' direct use.

The commitment of the EU's contribution to the Team Europe Initiative (TEI) to which this action refers, will be complemented by other contributions from Team Europe members. It is subject to the formal confirmation of each respective member's meaningful contribution as early as possible. In the event that the TEIs and/or these contributions do not materialise, the EU action may continue outside a TEI framework.

### 3.3 Mainstreaming

#### **Environmental Protection & Climate Change**

##### **Outcomes of the SEA screening** (relevant for budget support and strategic-level interventions)

The Strategic Environmental Assessment (SEA) screening concluded that no further action was required.

##### **Outcomes of the EIA (Environmental Impact Assessment) screening** (relevant for projects and/or specific interventions within a project)

The EIA (Environmental Impact Assessment) screening classified the action as Category C (no need for further assessment).

##### **Outcome of the CRA (Climate Risk Assessment) screening** (relevant for projects and/or specific interventions within a project)

The Climate Risk Assessment (CRA) screening concluded that this action is no or low risk (no need for further assessment)

The Action will promote sustainable natural resource management practices, in particular land, water and soil management by updating the curricula and training, in line with future climate change projections for Angola. It will promote local production systems diagnosis and collaboration with local agro-ecology institutions to better



take into account local practices and biological resources that promote adaptability and sustainability. In addition, the project will support ITAs to carry out simplified environmental and climate risk impact assessments to ensure that no negative impact is made on natural resources when building new school facilities.

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

As per the OECD Gender DAC codes identified in section 1.1, this Action is labelled as G1. This implies that the project and its objectives integrate the empowerment of women as a key element in the revitalisation and redesign of rural agricultural training. The Action will contribute to a change in the behaviour of communities, students, teachers and decision-makers as regards gender equality. This behavioural change will be achieved through awareness-raising, training and updating of ITAs curricula. The Action will also support the transition of ITA's female graduates to the labour market through financial and technical levers. It will improve the gender-specific conditions for study, work and life of ITA's actors through adapted infrastructures and services. The Action will further the priorities of the EU's Gender Action Plan (GAP) III, in particular: "Strengthening economic and social rights and empowering girls and women" (3.3), "Ensuring freedom from all forms of gender-based violence" (3.1), "Promoting sexual and reproductive health and rights" (3.2), and "Advancing equal participation and leadership" (3.4).

---

### **Human Rights**

The Action will contribute to the Agenda 2030 Goals in specific to *End poverty* (SDG 1), *Quality Education* (SDG 4), *Achieve Gender Equality* (SDG 5), *Decent Work and Economic Growth* (SDG 8), and *Strengthen the means of implementation and revitalise the global partnership for sustainable development* (SDG 17).

The Action will create counselling/mentoring services and citizen/association structures to deal with complaints and challenge stereotypes and social norms - including abuse of power/authority, gender-based violence, and acceptance of child labour - inside and outside the ITAs.

The action will focus on the rights of students not only to access education, but also the rights to physical integrity (fight against bullying, harassment at school, discrimination). It will also focus on the right to an adequate standard of living, labour rights, child rights and the right to food security.

Throughout the implementation the action will integrate the five working principles of the HRBA into its processes: applying all human rights for all; meaningful and inclusive participation and access to decision-making; non-discrimination and equality; accountability and rule of law for all; transparency and access to information supported by disaggregated data.

---

### **Disability**

As per OECD Disability DAC codes identified in section 1.1, this Action is labelled as D0. Nevertheless, the action includes school facilities rehabilitation that will provide appropriate infrastructure for persons with disabilities.

---

### **Democracy**

The action sets a key emphasis on participatory ITAs governance and coordination, with the aim of revitalising the ITAs network across the country. Better monitoring and planning abilities will be crucial.

---

### **Conflict sensitivity, peace and resilience**

The action aims at promoting fair and equal access to skills and education as basis for creating equal opportunities.

---

### **Disaster Risk Reduction**

No direct link with disaster risk reduction as such. Nevertheless, the project will promote sustainable and climate resilient/smart technical practices such as crop diversification and rotation, agroecological and agroforestry approaches, improved land and water management to face extreme events, ensure sustainable use of water

resources and limit the risk of leaching and erosion. The project also includes capacity building activities to improve the resilience of populations to climate change. The project will promote agro-ecology through training of trainers, revision of curricula and practical application.

Specific shock-sensitive solutions, such as crisis modifiers, may be defined under the implementation contracts, wherever considered feasible and suitable. This will enable early action and rapid response to events that could occur during the implementation phase

---

**Other considerations if relevant**

Not applicable.

### 3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
Operational	Delays in the delivery of purchased equipment	Low	Medium	Recruitment of an experienced procurement specialist. Allow significant administrative and financial autonomy to the IPU in procurement procedures, which must be agile yet rigorous.
Operational	Reluctance of administrations (MED, MINAGRIP, MINFIN...) to set up inter-ministerial cooperation	Medium	High	Adapt lessons learned from the other EU TVET programme, the Revitalisation of Technical Education and Vocational Training in Angola (RETFOP), supervised jointly by the Ministries of Education and of Public administration, Labour and Social Security.
Operational	Reluctance on the part of ITAs' teachers to provide training that is highly practical and geared to the needs of family farming	Low	High	Multiple training courses, provision of technical resources, work experience periods for teachers, etc.
Operational	Difficulties in rapidly increasing the budgetary allocation for ITAs, especially to meet maintenance needs.	Medium	High	Adapt lessons learned from the other UE TVET programme RETFOP (mentioned above).
Political/administrative	Legal and administrative obstacles and/or a lack of political will to initiate, on an experimental basis, an evolution of the legal status of ITAs and their governance bodies	Medium	High	Intensify policy dialogue with relevant authorities.
Political/administrative	Legal and administrative obstacles and/or lack of political will to	Low	High	Intensify policy dialogue with relevant authorities.

	significantly increase the budgetary allocation for ITAs.			
Social/population	Resistance to work on human rights and gender equality	Medium	Medium	An updated gender sector analysis will be conducted at the beginning of the action to inform the implementation of the action, and in particular the activities to be conducted additionally.

#### **Lessons Learnt:**

Public schools' building maintenance is a major challenge in Angola. The greatest number of ITAs' buildings do not comply with the required standards in terms water and sanitation, electric installation and accessibility for disabled people. Investments will require a commitment of the authorities for budget increase allocation of ITAs for maintenance purposes but also commitment to a medium/long term maintenance management plan. Gender equality will not be achieved unless cultural practises and beliefs are challenged at local community level. Therefore, girls will not feel empowered unless their families, local authorities and religious entities validate their empowerment. If the integration of gender equality in the training and operational systems of ITAs wants to have a positive and sustainable effect in girls empowerment, the local community needs to be involved in the transformation process. That is why the action include gender equality awareness-raising and advocacy activities at community level.

### **3.5 The Intervention Logic**

The Action will strengthen the training delivered by ITAs oriented towards employment/earning opportunities in the agriculture and farming sector, prepare future professionals working on sustainable food systems based on the sustainable management of natural resources and climate resilient/smart agricultural approaches with the aim to achieve long-term higher productivity and farm incomes under climate variabilities in the respect of the environment and biodiversity. Higher productivity will decrease production costs and will result on cheaper products thus increasing domestic and external demand and attracting investment in the sustainable farming and agriculture sector. In addition, higher productivity based on circular economy principles while adapting to climate variabilities will lead to durable earning opportunities for ITAs graduates.

Agriculture/farming products with more affordable prices will help reduce food insecurity and improve nutrition in rural areas. In turn, poverty will be alleviated in those areas as a lower percentage of households' income will be spent on foodstuff.

In addition, gender equality and human rights will be part of the training modules that will be designed for ITAs teachers, ITAs curricula will integrate gender-related aspects, and community sensibilisation activities and advocacy activities will be carried out in order to increase the rate of female graduates, teachers and school managers in ITAs.

The continuous training of teachers and an improved curricula based on a climate resilient approach will equip ITAs graduates with the knowledge and skills required to adapt to the current needs of the agriculture and farming sector contributing to reducing food insecurity, poverty, malnutrition, and incidence of child labour.

The integration of gender equality in the curriculum, teaching methods and infrastructure as well as the counselling/mentoring offered, would enhance women capacity recognising their key role in combating food insecurity, persistent poverty, child labour, climate change and environmental degradation<sup>14</sup>.

The achievement of the expected results is conditioned by the good execution of a set of activities, which have been validated by the ITAs' pedagogical teams met during the feasibility study. The planned activities include workshops for reflection and planning of curricular reforms and for the implementation of new pedagogical approaches and the acquisition of teaching materials and logistics. For learners, as for the majority of teachers currently working in ITAs, it is proposed to change quite radically from a diploma approach to a competency-based qualification approach.

<sup>14</sup> A previous experience of the EU in Somalia<sup>14</sup> showed that introducing a gender transformative approach in both construction and energy TVET training fostered positive change in perceptions of women's role, both at the community level and in the labour-intensive sectors of road construction and renewable energy.

### 3.6 Logical Framework Matrix

This indicative logframe 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.

The indicators of the logical framework will be reviewed at the start of the programme.

Results	Results chain (a): Main expected results (maximum 10)	Indicators (a): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	Reduction of food insecurity and poverty in rural areas and reduction of gender inequality in general	<p>1 Number of farmers, in the communities where ITAs are based, reporting increased self-consumption</p> <p>2 Rate of female graduates employed in the agricultural sector</p> <p>3 Ratio of female to male who have benefitted from Vocational Education and Training / Skills development and other active labour market programmes leading to jobs (GAP III indicator)</p>	<p>1: To be indicated at the start of implementation</p> <p>2: To be indicated at the start of implementation</p> <p>3: To be indicated at the start of implementation</p>	<p>1: To be indicated at the start of implementation</p> <p>2: To be indicated at the start of implementation</p> <p>3: To be indicated at the start of implementation</p>	<p>1: To be indicated at the start of implementation</p> <p>2: To be indicated at the start of implementation</p> <p>3: To be indicated at the start of implementation</p>	<i>Not applicable</i>
Outcome 1	ITAs' graduates equipped with the knowledge and skills required to adapt to the needs of the agricultural sector in Angola in a sustainable manner	<p>1.1 % of ITA graduates who engage in an agricultural activity: direct production, advisory support to producers, job related to the development of one or more agricultural sectors, disaggregated by sex</p> <p>1.2 Degree of adequacy of curricula with the job profiles of the sector: A- Good for most professions: the curricula correspond to more than 80% of the construction of the required skills B- Satisfactory, less than 60% of skills for most trades C- Poor: less than 50% of skills and for only a few occupations</p> <p>1.3 % of ITA graduates that are earning a decent income in an agriculture related job one year after graduation, disaggregated by sex</p>	<p>1.1: 10%</p> <p>1.2: C</p> <p>1.3 To be indicated at the start of implementation</p>	<p>1.1: 25%</p> <p>1.2: A</p> <p>1.3 50%</p>	<p>1.1: Data from Cabinet for the Insertion in Active Life (GIVA, Gabinete de Inserção na Vida Activa )</p> <p>1.2: External evaluation of the adequacy of curricula (included in the end-of-project evaluation)</p> <p>1.3 ITAs annual reports</p>	<p>H) The Angolan government continues to give political priority to agricultural development and devotes an increasing share of its budget to this goal</p> <p>R) Reluctance of the MED to accept the involvement of the sectoral supervisory body (MINAGRIP) in the definition/guidance of training and the management of the national Rural and Agricultural Training System</p> <p>(H) MINAGRIP's involvement is also financial to a significant extent</p>

<b>Outcome 2</b>	ITAs activities extended throughout the provinces where they are based, responding to local opportunities and challenges	2.1 Number and increase in the number of farms with which ITAs are in partnership (internships, field practices, experimental plots, training, etc.)	2.1: 0 in 2022	2.1: 50 in 2027	2.1: Agreements and conventions with partners	R) Local opportunities can be identified, e.g. agricultural value chains.
		2.2 Number of ITAs in which representatives of the sector sit on advisory or decision-making bodies	2.2: 0 in 2022	2.2: 10 in 2027	2.2: Minutes of the meetings of the advisory bodies.	
		2.3 Number of trainings delivered to local farmers per ITA per year	2.3: 0 in 2022	2.3: 2 per year	2.3 ITAs annual reports	
<b>Outcome 3</b>	ITAs infrastructure – building, maintenance, operating system - adequate to its mission and the needs of women and men	3.1 Number of boarding students / % of female students	3.1: 777/25%	3.1: 2570/30%	Annual monitoring and evaluation survey	The Ministry of Finance increases the allocation for ITAs and the budgetary procedures allow for the earmarking of resources for the maintenance of ITA buildings and estates.
		3.2 Budget spent by ITAs on the maintenance of their buildings	3.2: Less than 10% of the value of the investment/year	3.2: 10% (of the value of the investments) / year		
<b>Output 1 relating to Outcome 1</b>	Curricula adapted to the local needs – practical learning reinforced, integration of gender equality, promotion of agroecological practices and nutrition sensitive interventions	1.1.1 Number of curricula reformed	1.1.1: 0	1.1.1: 3 curricula (1/geographical network of ITAs) each with 6 specialities (plant production, animal production, farm management, forestry, agri-food, aquaculture)	1.1.1: Project activity report	MINAGRIP internalises the need to promote agro-ecological transition
		1.1.2 Degree of integration of agroecology and climate-smart agriculture in curricula and/or extent to which curricula and learning materials are free from discriminatory social norms and gender stereotypes (GAP III indicator)	1.1.2: None	1.1.2: Agroecology is a pillar of the curriculum	1.1.2: External evaluation of reformed curricula	
		1.1.3 Number of curricula developed and delivered that integrates practises to combat biodiversity loss and practises to adapt to climate change	1.1.3: None	1.1.3: To be indicated at the start of implementation	1.1.3: External evaluation of reformed curricula	

		1.1.4 Degree of integration of gender equality in curricula	1.1.4 None.	1.1.4: Gender equality is mainstreamed in the curricula	1.1.4: External evaluation of reformed curricula	
<b>Output 2 relating to Outcome 1</b>	ITAs' teachers equipped with the knowledge and skills needed to respond to the current issues of the sector, including gender equality abuse of power/GBV and more broadly human rights and child labour	<p>1.2.1 Number of teachers who received in-service training / Percentage of women (GAP III indicator):</p> <ul style="list-style-type: none"> <li>• in technical education didactics</li> <li>• in their disciplinary fields</li> <li>• in the acquisition of agroecological/climate-smart agriculture principles and practices</li> <li>• in raising awareness on abuse of power/GBV</li> <li>• in eliminating gender stereotypes in training</li> <li>• in raising awareness of human rights topics including child labour in agriculture</li> </ul> <p>1.2.2 Number of hours of courses delivered in grade 12 by visiting professionals at the end of the project</p> <p>1.2.3. Number of individuals benefiting from EU-funded programmes to counter sexual and gender-based violence (GAP III indicator)</p>	<p>1.2.1: SR: 0 / 0% SR: 0 / 0% SR: 0 / 0% SR: 0 / 0%</p> <p>1.2.2: 0</p>	<p>1.2.1:1.2.1 C: 200 / 30%. C: 200 / 30%. C: 100 / 30%. C: 100 / 30%</p> <p>1.2.2: C: 50h/ ITA</p>	<p>1.2.1: Training reports</p> <p>1.2.2: ITA Annual Report</p>	
<b>Output 3 relating to Outcome 1</b>	Graduate students, especially those living in the most disadvantaged situations, equipped with ITAs support throughout their studies and for the transition from studying to working;	<p>1.3.1 % of female students that complete their studies per year</p> <p>1.3.2 % of female graduates that create their own business one year after receiving seed funding from ITAs</p>	<p>1.3.1: No statistics available but very few girls follow TVET in agriculture</p> <p>1.3.2: 0</p>	<p>1.3.1: At least 35%</p> <p>1.3.2: 50%</p>	<p>1.3.1: ITA annual report</p> <p>1.3.2: ITA annual report</p>	

<b>Output 1</b> <b>relating to</b> <b>Outcome 2</b>	ITAs extension strategy implemented to become pivotal institutions to the local community and public and private stakeholders including private entrepreneurs	2.1.1 Number of ITAs providing advisory or information services to territorial actors	2.1.1: 0	2.1.1: 6	2.1.1: ITAs' Annual activity reports.	
		2.1.2 Number of ITAs that have set up experiments that can be used as local technical references	2.1.2: 0	2.1.2: 12	2.1.2 ITAs' Annual activity reports.	
		2.1.3 Number of nature based solutions identified and proposed to local communities contributing to fight adaptation and environmental degradation	2.1.3: 0	2.1.3: To be indicated at the start of implementation	2.1.3: To be indicated at the start of implementation	
		2.1.4 Number of people trained on the application of such practices (disaggregated by gender)	2.1.4: 0	2.1.4: To be indicated at the start of implementation	2.1.4: To be indicated at the start of implementation	
<b>Output 2</b> <b>relating to</b> <b>Outcome 2</b>	Public and private stakeholders involved in ITAs governance structures	2.2.1 Number of ITAs extension activities per year that are conceived and delivered in collaboration with public and private stakeholders	2.2.1: 0	2.2.1: 2 per year	2.2.1: ITAs' Annual activity reports.	
<b>Output 3</b> <b>relating to</b> <b>Outcome 2</b>	ITAs management modes and procedures harmonised and improved to ensure sustainability	2.3.1 Number of ITAs having set up and running an institutional project	2.2.1: 0 (3 have documents)	2.2.1: 12	2.2.1: ITAs' Annual activity reports	Legal and administrative barriers and/or lack of political will to significantly increase the budgetary allocation to ITAs
		2.3.2 Number of ITA supervisory staff trained in the management of agricultural education institutions / % of women	2.2.2: 0/0%	2.2.2: 36 (3 per ITA) / 50%.	2.2.2: ITAs' Annual activity reports	
<b>Output 1</b> <b>relating to</b> <b>Outcome 3</b>	ITAs infrastructure rehabilitated - including canteen, boarding school, sports and cultural facilities, crèche, sanitation and waste management, etc. - and equipment provided to ensure good teaching and safety conditions in a more sustainable manner and for all students, including those living with disability	3.1.1 Number of ITAs with renovated teaching facilities (including: sanitary facilities, compliance with accessibility standards for disabled persons, gender equity)	3.1.1: 0	3.1.1: 12	Acceptance of the work	Allocations for the maintenance of infrastructure and equipment are effective



<b>Output 2 relating to Outcome 3</b>	ITA's title obtained for adjacent land for practical learning and for ITA's production and usufruct without adverse social effects (no forced reallocation, etc.)	3.2.1 Number of ITAs with legal land tenure	3.2.1: 3	3.2.1: 12	Administrative acts regulating land ownership and/or partnership agreements School project and technical-economic and educational project of the application farm	Illegal occupations of ITA land can be solved through partnership agreements between the ITA and the occupants, setting out the obligations of each
		3.2.2 Number of ITAs whose farms are equipped on the basis of a realistic technical-economic project, integrating the conditions necessary for the practical training of students	3.2.2: 1	3.2.2: 12		

## 4 IMPLEMENTATION ARRANGEMENTS

### 4.1 Financing Agreement

In order to implement this Action, it is envisaged to conclude a financing agreement with the 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 60 months from the date of entry into force of the financing agreement.

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 of the Budget Support Component

N/A

### 4.4 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>15</sup>.

#### 4.4.1 Contribution to Africa Investment Platform

This contribution may be implemented under indirect management with the entities, called Lead Finance Institutions, identified in the appendix to this Action Document.

The selection of the Lead Finance Institution will be done taking into account the involvement and expertise in TVET and agriculture. Agriculture is one of the sectors with more development potential and gender inequalities in rural areas and in TVET in agriculture are higher than in other sectors. Moreover, additional funds will have to be allocated to TVET along with the implementation of the MIP 2021-2027 and this intervention is an excellent starting point particularly taking into account that it will specifically gender oriented.

### 4.5 Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)	Third-party contribution, in currency identified
<b>Implementation modalities</b> – cf. section 4.3		
Contribution to the Africa Investment Platform – cf. section 4.4.1	5 000 000	EUR 35 000 000
Evaluation – cf. section 5.2 Audit – cf. section 5.3	May be covered by another Decision	
<b>Total</b>	5 000 000	EUR 35 000 000

<sup>15</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.

## 4.6 Organisational Set-up and Responsibilities

The MED will be the main counterpart. MINAGRIP will be also closely involved. A technical team will constitute a Project Implementation Unit (PIU). The implementation of the gender activities will be carried out through qualified service providers, in particular the Social Action Offices for the Family and Gender (GASFIG), which are the provincial representations of the Ministry of Social Action, Family and the Promotion of Women (MASFAMU).

A steering committee will be set up, composed of the main partners of the programme and notably representatives of MED, MINAGRIP, MINFIN and the Provincial Directorates of Agriculture. It will meet at least twice a year during the first three years of the project, and annually thereafter.

Active and meaningful participation of key stakeholders, including rights holders such as youth, women organisations and organisations representing vulnerable and marginalised groups will be ensured.

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.

## 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). Indicators shall also be disaggregated at least by sex. All monitoring and reporting shall assess how the action is taking into account the human rights based approach and gender equality.

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).

Baseline data will be collected at start of the project implementation. In addition progress monitoring of results to report progress against logframe targets will also be conducted periodically and included in the progress reports.

### 5.2 Evaluation

Having regard to the importance of the action, a mid-term, final, ex-post evaluation will be carried out for this Action or its components through a joint mission. The evaluations shall assess to what extent the action is considering the human rights based approach as well as how it contributes to gender equality and women's empowerment. Expertise on human rights and gender equality will be ensured in the evaluation teams.

The mid-term evaluation will be carried out for problem solving and learning purposes, in particular with respect to specific aspects that can be highlighted such as the intention to launch a second phase of the action, etc.

The final and ex-post evaluation will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that it is a blending operation.

The evaluation reports will be shared with partners and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

Evaluation services may be contracted under a framework contract.

### 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 (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 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.

The present Action identifies as

<b>Action level</b>		
<input checked="" type="checkbox"/>	Single action	Present action: all contracts in the present action
<b>Contract level</b>		
<input checked="" type="checkbox"/>	Single Contract 1	Indirect management with Lead Finance Institution

## Appendix 2: List of eligible Lead Finance Institutions

AECID (Agencia Española de Cooperación Internacional al Desarrollo, Spain)

AFD (Agence française de développement, France)

BIO (Belgian Investment Company for Developing Countries, Belgium)

CDP (Cassa Depositi e Prestiti S.p.A., Italy)

DEG (German Investment Cooperation, Germany)

EIB (European Investment Bank)

KfW (Kreditanstalt für Wiederaufbau, Germany)

COFIDES (Compañía Española de Financiación del Desarrollo, Spain)

FMO (Nederlandse Financierings-Maatschappij voor Ontwikkelingslanden, The Netherlands)

PROPARCO (Groupe agence française de développement, France)

SIMEST (Società italiana per le imprese all'estero, Italy)

SOFID (Sociedade para o Financiamento do Desenvolvimento, Portugal)

AfDB (African Development Bank)

The World Bank Group