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ANNEX 1

to the Commission Implementing Decision on the financing of the annual action plan 2022 in favour of the Republic of Guinea-Bissau

Action Document for ‘EU for Education and Youth Employability (EU4EYE)’

ANNUAL ACTION PLAN

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

1 SYNOPSIS

1.1 Action Summary Table

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| 1. Title CRIS/OPSYS business reference Basic Act | EU for Education and Youth Employability (EU4EYE) CRIS Number: NDICI AFRICA/2022/044-208 / OPSYS number: ACT 61473 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe) |
| 2. Team Europe Initiative | No |
| 3. Zone benefiting from the Action | The Action shall be carried out in Guinea-Bissau The Action will take place in the 9 regions of the country, with a permanent base in the capital, Bissau |
| 4. Programming document | Multiannual Indicative Plan (MIP) 2021-2027 for Guinea-Bissau |
| 5. Link with relevant MIP(s) objectives / expected results | The Action is aligned to MIP priority 1 (Human Development), Specific Objectives (SO): SO 1.2: To promote strengthened governance, accountability and efficiency of the Education System (SDG 4; DAC 110); and SO 1.3: To increase the employment potential of the new generations through TVET as a vector of socioeconomic growth (SDG 4; DAC 110). Expected results are, respectively R.1.2: Ministry of Education capacities in Human Resources (HR) management, planning, budgeting and monitoring the education sector are improved. R.1.3: Technical secondary education offer is developed, operational and labour market oriented. |
| PRIORITY AREAS AND SECTOR INFORMATION | |
| 6. Priority Area(s), sectors | Priority area 1 (Human Development), sector: Education |
| 7. Sustainable Development Goals (SDGs) | Main SDG: 4 – Quality Education Other significant SDGs: 1- no poverty; 5 – Gender equality; 8 – Decent work and economic growth, 16 – Peace, justice and strong institutions |
| 8 a) DAC code(s) | 110 – Education – 100% |

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|---|--|--|--|------------------------------|
| 8 b) Main Delivery Channel | Member State (9 – Portugal) – Agency (2 CICL) Non-governmental Organisations (NGOs) and civil society – 20000 Multilateral institutions - 40000 United Nations (UN) Institutions – 41000 | | | |
| 9. Targets | <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 | | | |
| 10. Markers (from DAC form) | General policy objective @ | Not targeted | Significant objective | Principal objective |
| | Participation development/good governance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Nutrition @ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | RIO Convention markers | Not targeted | Significant objective | Principal objective |
| | 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"/> |
| | 11. Internal markers and Tags: | Policy objectives | Not targeted | Significant objective |
| Digitalisation @ | | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services | | YES <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| Connectivity @ | | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | | YES | NO | |

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|--------------------------------------|--|---|---|--------------------------|
| | digital connectivity energy transport health education and research | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" 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"/> |
| BUDGET INFORMATION | | | | |
| 12. Amounts concerned | Budget line: BGUE-B2021-14.020120-C1-INTPA Total estimated cost: EUR 17 000 000 Total amount of EU budget contribution EUR 17 000 000 | | | |
| MANAGEMENT AND IMPLEMENTATION | | | | |
| 13. Type of financing | Direct management through grants Indirect management with the entity(ies) to be selected in accordance with the criteria set out in section 4.4.2 and 4.4.3 | | | |

1.2 Summary of the Action

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| <p>The proposed Action aims at strengthening governance, accountability and efficiency of the education system and improve the employment potential of youth through increased access to Technical and Vocational Education and Training (TVET).</p> <p>The EU wants to consolidate previous support provided to the Ministry of Education (MEN), namely the production and use of education statistics/information management systems supporting the elaboration of the sectoral policy, the technical and budgetary planning, and the management of human resources. In this way, the EU will contribute to improving the governance of the entire educational system, from pre-primary school to higher education.</p> <p>The EU will also support the training of inspectors, strengthening them in their mandate of administrative and financial control and pedagogical supervision of schools, whether public, community or private. This intends to improve teaching and learning, enable children, especially girls, to stay in school for longer, and address critical equity challenges across the system, including gender, and the integration of people with disabilities into the education system.</p> <p>Moreover, in line with the sectoral strategy and in complementarity with other technical and financial partners, the EU will broaden ongoing activities in the field of TVET so as to include them in the overall national curriculum and by developing opportunities for youth, adjusting skills to labour market needs and thus increasing youth employability.</p> |
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The Action will contribute to Sustainable Development Goal (SDG) 1 (No Poverty) 4 (Quality Education) 8 (Decent Work and Economic Growth), 5 (Gender Equality) and 16 (Peace, Justice and Strong Institutions), also in line with the EU Gender Action Plan (GAP) III¹ and Youth Action Plan 2022-2027² objectives.

2 RATIONALE

2.1 Context

Despite its democratic and constitutional framework, Guinea-Bissau's history has been marked by recurrent political instability and institutional fragility, which has hampered the impact of internal and external investments. Although the country has been relatively normalised since the last Presidential elections, the political scene remains fragmented and Guinea-Bissau still faces many challenges such as security linked to transnational organised crime, socio-economic fragility and climate change related issues.

The country has been deploying an impressive diplomatic outreach, including official high-level visits to the EU institutions and EU Member States, seeking new political and economic alliances and striving to restore the country's reputation associated to corruption and drug trafficking. In that regard, the Government has showed willingness to tackle the necessary socio-economic and political reforms. Notwithstanding the uncertainty around the most recent coup attempt of 1 February 2022, the encouraging trend towards sustainable socio-economic growth and inclusive human development will hopefully be pursued. New legislative elections have been scheduled for December 2022, following the dismissal of the former constitutional government last May.

Guinea-Bissau is currently completing a nine-month Staff Monitored Programme with the International Monetary Fund (IMF), in view of a potential Extended Credit Facility in late 2022. COVID-19 has disrupted the already fragile economy gross domestic product (GDP) growth of 4.5% in 2019 vs. -1.4% in 2020) and led to the deterioration of the fiscal situation. While a partial recovery is expected in 2022 (4%), the gap in relation to the average growth of the West African Economic and Monetary Union (WAEMU) GDP (6.6%) is further accentuated. The public debt had been assessed as sustainable based on the authorities' commitment to sound policies, supported by strong donor engagement and an IMF programme³. However, the Russia-Ukraine war and global inflationary pressure ensuing the sanctions are likely to ultimately worsen the country's socio-economic outlook.

In line with the MIP 2021-2027, the Action *EU for Education and Youth Employability (EU4EYE)* of EUR 17 million will focus on Education governance and increased access to TVET (priority area 1 – Human development).

Thus, in close articulation with the Government, including at regional level, it aims at strengthening governance, accountability and efficiency of the education system and at improving the employment potential of youth through increased access to TVET. Specifically it will:

- i) Improve quality assurance, including system monitoring and efficiency, supervision and learning assessments of the education and TVET systems;
- (i) Improve effectiveness of mechanisms for integration of young people into the labour market, including TVET provision, with particular reference to women and girls.

The approach will have a special emphasis on women and girls, mainstreaming a gender perspective to tackle the root causes of gender inequality and power imbalance. Women and youth empowerment at community level through increased TVET and entrepreneurial opportunities will be prioritised.

¹ 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 - {SWD(2020) 284 final}. The EU Gender Action Plan (GAP III) was adopted by 24 Member States through the Presidency Council Conclusion on 16 December 2020.

² Joint communication by the Commission and the High Representative, Youth Action Plan (YAP) in EU external action 2022 – 2027: Promoting meaningful youth participation and empowerment in EU external action for sustainable development, equality and peace - {JOIN(2022) 53 final}

³ Guinea-Bissau: 2022 Article IV Consultation and Third Review under the Staff-Monitored Program; Press Release; and Statement by the Executive Director for Guinea-Bissau, June (2022).

The proposed Action is aligned with the New European Consensus on Development⁴ and the EU commitments in response to the UN 2030 Agenda for Sustainable Development. As stated in the Consensus, it is essential to respond to the educational needs of children and youth – global population is projected to increase by 2.4 billion by 2050, of which 1.3 billion will be in Africa – to promote responsible citizenship, develop sustainable and prosperous societies and boost youth employment.

The EU Global Gateway, as the new European strategy to enhance education reforms across the world amongst other areas, indicates that the EU and Member States will invest in quality education and pay particular attention to the inclusion of girls and women and other groups in vulnerable situations. Over the current multi-year programming period (2021-2027), the EU is focusing on strengthening education systems to respond to the learning poverty and the teaching deficit, a main education challenge exacerbated by COVID-19.

The Conclusions of the 6th European Union – African Union Summit (held in February 2022) also refer to agreed investments in inclusive and equitable quality education by improving policy and legal frameworks, increasing access to teacher training, ensuring safe delivery of education services and curbing the gaps resulting from COVID-19.

The EU GAP III⁵ recognises education as a key policy area to accelerate progress towards gender equality in EU external action. The EU Communication on Education in Emergencies and Protracted Crises⁶ provides another important framework for EU commitments in education and reflects its efforts to increase funding and support to countries most in need and to children affected by conflict, violence and other crises. The G7 Ministerial Declaration on girls' education (May 2021) recommends a focus on cementing girls' education as central to COVID-19 recovery.

2.2 Problem Analysis

The national education system in Guinea-Bissau is largely dysfunctional, underfinanced and poorly managed and is largely dependent on external aid. Frequent rotation of education managers and other staff, due to political instability and poor governance, hampers the possibility to offer quality education for all. The State that is structurally weak has little presence outside the capital Bissau, does not fully perform its regulatory functions and does not provide basic social services. Intervention of projects financed by technical and financial partners are key in allowing the population to access services in vital sectors such as health and education.

In the **formal education sector**, the following figures should be recalled⁷:

- The share for education in the State budget has fluctuated since 2010 between 13% and 8% (being 8% the current value), while the target set at international level is 20%; staff expenditure accounted for 90% of current expenditure in 2021. In this context, education is confronted with repeated strikes of teachers demanding payment of salary arrears, resulting in a significant decrease in the total number of school days.
- The efficiency of the public education system, primary and secondary, has deteriorated. The gross enrolment rate, which is rising in primary education (69% for the 6-11 age group), is characterised by a very high number of over-aged children and young people, resulting from late entry and/or a high repetition rate. It is estimated that 32% of children have not completed their first year of schooling in 2021.
- This lack of effectiveness is reflected not only in the number of overage children and adolescents attending school, but also in the growing number of school dropouts, especially girls, or young people who have never attended school. About 160,000 children were out of school in 2021, half of whom should be attending primary school (28% of 6-11 year-olds).
- In addition, disparities between urban and rural areas persist. Among other things, the primary education completion rate is 47% in urban and 14% in rural settings and 36% of children in the interior of the country are outside the education system as opposed to 14% living in cities and peri-urban areas. Widespread access to

⁴ OJ C 210 of 30.6.2017.

⁵The EU Gender Action Plan (GAP III) was adopted by 24 Member States through the Presidency Council Conclusion on 16 December 2020.

⁶ Communication from the Commission to the European Parliament and the Council on Education in Emergencies and Protracted Crises - COM(2018) 304 final.

⁷ The sources are the following: Report on the state of the national education system (RESEN - 2015) established by UNESCO (Pole of Dakar), UNICEF, the Global Partnership on Education, (including MICS 2018-2019 and MICS EAGLE 2021) and the World Bank databases. By noting that the base year adopted by the technical and financial partners and the Government of Guinea-Bissau, for everything that refers to the percentages of progression of the rates (school progression, school dropout, etc.), and the absolute values of expenditure in CFA francs is the reference year 2021.

complete basic education has not yet been achieved, and young women are more affected than young men (only 52% of men and 32% of women can read and write).

- The shortcomings of the education system have an obvious reflection on the labour market: 72% of the population over 15 years of age is employed. However, the distribution of the employed population by types of employment reveals that 75% of workers work in vulnerable conditions and 52% are classified as self-employed. Only about 23% of workers are in the category of employees.

This situation is not only the result of the limited resources available, but also of weaknesses in the governance of the education sector, notably in the management and monitoring system and the operational and budgetary planning processes. A common reason for all these weaknesses is the lack of a diachronic and continuously updated database, and the lack of administrative and pedagogical control of the system, associated with low levels of management. The support of the EU will thus enable informed decision-making regarding, for example, the allocation of teachers (or head teachers), their pedagogical needs, their transfers, the closure of double shifts, etc.

Technical Vocational Education and Training (TVET):

Technical education and vocational training (TVET) is the sub-sector that should open the doors to the labour market and contribute to socio-economic development through the promotion of livelihood opportunities for youth. Short training courses are increasingly being offered without a standard-based system of qualification, assessment and certification. Non-formal training courses and apprenticeship schemes are not regulated or certified by the MEN. A Diagnostic Report of the Technical and Professional Training Centres in Guinea-Bissau (2021)⁸, produced within the EU funded 'Relance de l'Enseignement et Formation Professionnelle et Technique pour l'Emploi (RESET)' project, highlights a great diversity of qualification designations issued by different Centres, without clear common criteria and undermining the credibility of qualifications with employers. Out of the twenty-two existing centres, sixteen operate as private training providers, five are public structures (with public funding limited to salaries and – in some cases – facilities) and one is a community training structure.

However, the majority of training centres are not located in areas where economic activities exist and training provision does not reflect the employment structure. The Gabu and Bafatá regions, which are respectively the second and third largest cities in the country in terms of population density and economic activities have no vocational training facilities. Furthermore, 63% of the vocational centres are located in Bissau, the rest are spread over the other regions of the country. This disparity in the geographical distribution of training centres is explained by the absence of a central TVET policy. In the capital Bissau, training addresses the traditional areas of civil construction, house electrics, welding, car mechanics and carpentry, and new areas related to small urban trades (refrigeration and air-conditioning, plumbing, catering/bar, hairdressing/aesthetics, sewing, decoration, foreign languages, secretarial skills, project management and accountability, pastry making and basic IT). In the regions, agriculture and livestock (horticulture, poultry, beekeeping, fruit and vegetable processing) dominate the training areas. All over the country there is a lack of training in areas with high demand and prospects for growth and employment, particularly in the fishing and hotel-restaurant and tourism sectors. In addition to that, the majority of secondary cities are lacking all basic urban services (water, sanitation, electricity) and it is estimated that only 4.2% of the urban population is connected to septic tanks or sewers. This critical context analysed and addressed under priority 2.1 of the MIP 'Green and inclusive cities' justifies skills development interventions in these areas, as well as in agro-business and fisheries (2.2 of the MIP), to capacitate youth seizing opportunities in key development areas.

In general, the private sector is not involved in matters and activities related to training and qualifications. Moreover, the duration of the courses is extremely variable and there is a total lack of reference standards and transparency with regard to the nomenclature and legal value of the certifications acquired as a result of the courses. The same applies to internships and apprenticeships, which are devoid of any regulatory and institutional framework. In this context, and without the contribution and inputs from employers, training and qualifications are disconnected from the needs of the labour market and the quality expected from vocational training, hampering employability of young people trained. Because of the lack of data collection and monitoring mechanisms in the training structures, it is very difficult to obtain information on learners according to the type of training. However, on the basis of the available data⁹, it was found that males predominate in TVET (63%) compared to 37% for females. Overall, there is significant segregation in the traditionally male versus female streams, which needs to be addressed.

⁸ ENABEL, Rapport de diagnostic des Centres de Formation Technique et Professionnelle en Guinée-Bissau, 2021.

⁹ ENABEL, Rapport de diagnostic des Centres de Formation Technique et Professionnelle en Guinée-Bissau, 2021.

The 2022 Gender Country Profile commissioned by the EU points to the impact that the fragile education system is having in women: ‘the high rate of illiteracy among women, around 84% in the countryside, is a major obstacle to achieve transformative gender changes that the ambitious goals of GAP III¹⁰ aim to realize’ and recommends ‘for women's citizen participation, it is necessary to impose the existence of literacy activities in all EU-funded projects and programmes for the populations in Guinea-Bissau, with relevant content on laws and human rights, as well as procedures for complaints of violence against women that would quickly increase the awareness of rural populations about the content of gender policies’.

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

At the national level, the Action targets national quality assurance, and good governance in education and TVET, therefore it will work directly with national authorities, specifically public administration in the key ministries. These duty-bearers include, in particular: Ministry of National Education (MEN), Ministry of Higher Education and Scientific Research (MESIC), Ministry of Public Administration and Labour (MAPTESS), Ministry for Territorial Administration and Local Authorities (MTALA) Ministry of Finance (MF), Ministry of Women, Family and Social Solidarity, Regional Education Directorates, National Institute for the Development of Education, National Agencies for the development of Vocational Training and Chamber of Commerce.

As long-standing, recognised partners of trust by the government, interventions in good governance on education will involve directly Camões I.P., the Portuguese Cooperation Agency as one of the partners in the country working in the area and the Portuguese non-governmental organisation (NGO) FEC – Fé e Cooperação, working in Guinea-Bissau for more than 15 years in basic education and school management, and currently implementing the EU project ‘Planeamento, estatísticas e sistemas de informação ao serviço do desenvolvimento da educação na Guiné-Bissau - PESIDE’, focusing on planning, statistics and information systems for education development in Guinea-Bissau.

To ensure complementarities and avoid overlapping of interventions, other important Technical and Financial Partners (TFPs) and civil society organisations (CSOs) will be consulted, notably the World Bank working on basic education, the Global Partnership for Education (GPE), UNICEF working on good governance, and the NGOs ADPP Guiné-Bissau, Humanité & Inclusion and Plan International working on out of school children and inclusive education, among other areas.

In the area of TVET, the key institutional stakeholders are the MEN with its national agency INAFOR - Instituto Nacional de Formação Técnica e Profissional (accreditation of training centres), and the Ministry of Public Administration and Labour MAPTESS with its agency for employment and vocational training AGEFP - Agência Guineense de Emprego e Formação Profissional (strategy and curricula, in collaboration with the private sector).

One of their core interlocutors in the past years has been ENABEL, the Belgian Cooperation Agency, which is implementing the EU project RESET since 2020. Other stakeholders include the NGOs involved in the implementation of TVET programmes (ADPP - Ajuda de Desenvolvimento de Povo para Povo, ENGIM – Ente Nazionale Giuseppini del Murialdo, Eссор, SOS Kinderdorf), and the United Nations Educational, Scientific and Cultural Organization (UNESCO), whose new Strategy for TVET (2022-2029) for Africa now also includes Guinea-Bissau. The International Labour Organisation (ILO) – which Guinea-Bissau joined as member in 1977 - is not active in the country (no permanent representative nor regular field missions), however some synergies will be explored, notably through the possible adoption of the TREE - Training for Rural Economic Empowerment - methodology in TVET provision.

Further cooperation agencies from non-EU countries, such as Brazil, Morocco and Turkey, have recently entered the vocational training sector as training providers, as a consequence of strengthened diplomatic ties under the new President and ensuing memoranda signed between respective governments.

Transversally, the Action will enhance CSOs’ advocacy and awareness raising role with respect to education and TVET policies, in particular benefiting youth, women and girls (considered as rights-holders), including returning

¹⁰ The EU Gender Action Plan (GAP III) was adopted by 24 Member States through the Presidency Council Conclusion on 16 December 2020.

migrants, where applicable. All implementing partners will be asked to work with local CSOs (representing the rights of the rights-holders) with solid background and experience in the country in the fields of education, TVET, gender and human rights, since they have been key implementers of the Government and trusted partners of the EU, especially in the past years of political instability.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The **Overall Objective (Impact)** of this Action is to improve qualifications and employability of youth in Guinea-Bissau.

The **Specific(s) Objective(s) SO (Outcomes)** of this Action are:

1. To improve quality assurance, including system monitoring and efficiency, supervision, and learning assessments of the education and TVET systems.
2. To improve effectiveness of mechanisms for integration of young people into the labour market, including TVET provision, with particular reference to women and girls.

The **Outputs** to be delivered by this Action contributing to the corresponding SO (Outcomes) are:
contributing to Outcome 1 (or SO 1):

- 1.1 Increased operational and institutional capacities of the Ministry of Education (MEN) in school management, administrative and pedagogical supervision of the system and community involvement;
- 1.2 Enhanced capacity of Education Management Information System (EMIS/SIGE), for education data collection, analysis, reporting and for informing decisions;
- 1.3 Increased MEN's capacity to develop and implement internal and interministerial communication, management methods, and informed decision-making process, based on learning from improved SIGE.

contributing to Outcome 2 (or SO 2)

- 2.1 Improved institutional capacity for the implementation of TVET policies towards higher youth employability, as defined under the RESET programme;
- 2.2 Enhanced access to Training to Work opportunities and TVET/Skills development, including functional literacy for illiterate women, girls and vulnerable youth in rural areas.

3.2 Indicative Activities

Activities relating to Output 1.1: Increased operational and institutional capacities of the MEN in school management, administrative and pedagogical supervision of the system and community involvement

- Support to the General Inspectorate of Education in the definition/strengthening of school inspection frameworks (i.e. strengthening of the inspection models and protocols, review of inspection instruments, definition of guidelines for school supervision, definition of quality standards, etc.) – basic education, secondary education and higher education;
- Skills development of inspectors, including a specialisation in inspection practice (tailor-made / administrative control, pedagogical supervision and audit);
- Support to the inspection practice in schools and Education Regional Offices at national level, including putting inspection protocols and procedures into practice (on the job training), meetings between peers to share experiences and improve practices, and working groups (regional and national) on inspection results including the quality provision of the education system and efficiency of school administrative procedures;
- Rehabilitation of Inspection General Directorate (IGD) premises and provision of equipment to regional and central services with hardware, mobility and IT equipment;
- Skills strengthening of Ministry of Education staff in internal laws and procedures, school management and administration, with special focus on IGD, school headmasters, sub-directors and the promotion of skills for women in each of the target groups;

- Support to the school improvement cycle, through community involvement and support to the creation and implementation of School Educational Projects and the creation and monitoring of quality standards (supervised by inspection);
- Support for the improvement and implementation Planning-Budgeting-Monitoring-Evaluation chain from local (schools) to central level;
- Strengthening of community support mechanisms for schools (school councils, parents and guardians associations, etc.) and development of capacities in participative management;
- Mobilisation actions for an informed citizenship and the importance of school (including training for communities on the basic law on education, rights and duties and the importance of school, focusing on out-of-school children);
- Creation of a website for the Ministry of Education, with a repository, for internal and external sharing of education information and documents, including basic laws, statistical yearbooks, sector reports, sector plans, etc.

Activities relating to Output 1.2: Enhanced capacity and infrastructure of Education Management Information System (EMIS/SIGE), for education data collection, analysis, reporting and for informing decisions

- Development of the SIGE Platform (version 2.0), assuming improvements signalled in the implementation of the PESIDE Project, at the basic and secondary education level;
- Expansion of SIGE to pre-school level and creation of a platform for higher education (Ministry of National Education) and TVET (Ministry of Public Service and Labour);
- Inclusion of children with special needs dimension in SIGE/EMIS;
- Support to the implementation of the SIGE at national level.
- Skills development of Regional Directors of Education and Statistical Technicians in computer base, consultation of SIGE information, educational phenomena and application of education statistics;
- Training of Inspectors in: educational phenomena and application of education statistics;
- Training of teachers, head teachers, inspectors and other relevant education staff in inclusive education with a special focus on identifying children with vulnerabilities and special educational needs teachers, with a view to the correct integration of statistical data on these children in the SIGE.

Activities relating to Output 1.3: Increased MEN's capacity to develop and implement internal and interministerial communication, management methods, and informed decision-making process, based on learning from improved SIGE

- Capacity building of the relevant MEN/MESIC service directorates, in modules related to SIGE management such as: computer base; consultation of SIGE information; educational phenomena and application of education statistics; descriptive statistics and data interpretation, team coordination, etc;
- Support to the production of the MEN's annual statistical yearbook and of a digital version and ensure its inclusiveness (taking into account gender, sex-disaggregated data and disability);
- Support to inter and intra ministerial co-ordination between MEN/MF services and between relevant ministries;
- Support to the improvement of the reporting cycle, issuance of advisory opinions and decision making process, including supporting the MEN/MESIC in the development of tailor-made policies/plans based on EMIS/SIGE data;
- Liaison with INE and other public bodies and dissemination of inclusive and disaggregated educational data to national and international decision makers.

Activities relating to Output 2.1: Improved institutional capacity for the implementation of TVET policies towards higher youth employability, as defined under the RESET programme

- Reform and revitalisation of the TVET sector in line with the national strategy and developed in cooperation with the line Ministries and the private sector (under the initiative of RESET programme);
- Design and delivery of competency-based education and training programmes needed to get and create jobs especially for young women;
- Introduction of a national, standards-based system of qualifications, assessment and certification;

- Development of links with informal economic sectors by providing appropriate training opportunities and assessment opportunities that recognise prior learning and experience;
- Promotion of professional development of TVET teachers, trainers and administrators with a specific focus on women;
- Development of cooperative training initiatives between employers and training providers ;
- Set-up of a national and vocational training and employment fund encompassing the various actors of the TVET sector, based on different windows like public-private partnerships (PPPs), inclusion, informal TVET, etc.
- Conduct gender sector analysis where needed to support the activities.

Activities relating to Output 2.2: Enhanced access to Training to Work opportunities and TVET/Skills development, including functional literacy for illiterate women, girls and vulnerable youth in rural areas

- Skills needs assessment in rural and urban areas;
- Rehabilitation of premises to be used as vocational training centres (VTC), provision of equipment and basic infrastructure (WASH and electricity), next to mobile units under decentralised responsibility of VTC;
- Provision of demand-driven quality training opportunities and programmes for young people, especially in rural areas (Gabú, Bafatá) and in selected sector in urban areas, based on the analysis of skills the labour market needs, with particular reference to agriculture and blue economy (possible adoption of TREE - Training for Rural Economic Empowerment- methodology developed by ILO), and on priorities defined by Priority 2 of MIP ‘Green and inclusive economy’;
- Support to the development of basic, technical and life skills, with a special look at illiterate women, girls and youth in vulnerable situations and located in rural areas particularly deprived of education and skills development opportunities;
- Provision of access to TVET opportunities to people with disabilities through barrier-free approach ;
- Promotion of public-private partnerships (PPPs) in training provision, guidance and workplace integration for improved results in terms of Training-to-Work transition through the TVET fund;
- Set-up of Training-to-Work monitoring mechanisms.

3.3 Mainstreaming

Environmental Protection & Climate Change

Education plays a paramount role in raising awareness and promoting behavioural change for environment and climate change mitigation and adaption. It helps to increase resilience and adaptation capacity of communities by enabling individuals to make informed decisions. In this regard, the proposed Action will promote innovative ways of thinking and problem solving to equip young people with knowledge, skills, and habits that will build their capability to cope over time with the challenges that define our era: global warming, integrity of ecosystems, social justice, sustainable food systems, and biodiversity.

Gender equality and empowerment of women and girls

As per the Organisation for Economic Co-operation and Development (OECD) Gender DAC codes identified in section 1.1, this Action is labelled as G1. The Action will therefore work on gender issues in a transversal way, having, whenever possible, a focus on the inclusion of women and girls in the education system (formal and informal), thus contributing to the 85% target of all new external actions having gender equality and women’s and girls’ empowerment as a significant objective or as a principal objective by 2025 as outlined in the GAP III¹¹. The basis of the Action will focus on the collection of statistical data and on school inspections which will allow understanding and formulating concrete responses to educational phenomena that affect women and children with disabilities, such as the rate of school dropout, success rate, or the number of girls who are out of the educational system. Likewise, it will enable and strengthen mechanisms of community participation and school support, through which women and girls will be encouraged to actively participate in the analysis of educational challenges and in decision-making processes.

¹¹ The EU Gender Action Plan (GAP III) was adopted by 24 Member States through the Presidency Council Conclusion on 16 December 2020.

As stated in the Gender Profile for Guinea Bissau¹², ‘The inclusion of functional literacy in all programmes and projects supporting women is an indispensable condition for women to acquire skills that can transform their lives and for achieving positive and lasting results in development programmes’. Within the skills development component, as part of basic and life skills development provision, aimed primarily at women, girls and disadvantaged young people, content on human rights and on complaints procedures for violence against women will be included. Moreover, Article 31, point 2 of the Framework Law on the Education System in Guinea-Bissau does not allow people who have not completed the 3rd cycle of basic education to access vocational training, which is a barrier for non-literate women. Therefore, functional literacy – which will be embedded in skills development schemes provided in rural areas – is still the main gateway for women to acquire professional and life skills that allow them to gain greater autonomy and empowerment. Based on the recommendations of the Gender Profile, the Action will also support the design and implementation of a functional microcredit system, in which the leverage of the process will be functional literacy with contents on small business management, human and women's rights and gender roles and responsibilities.

Human Rights

Both individuals and society benefit from the right to education. It is fundamental for human, social, and economic development and a key element to achieving lasting peace and sustainable development. Education is a powerful tool in developing the full potential of everyone and ensuring human dignity, individual and collective wellbeing. In a country with 70% of the population living below the poverty line and up to 70% of illiteracy among women, education can be a key game changer and springboard to lifting them out of poverty. Furthermore, education is an indispensable means of realising other fundamental rights, such as the right to equality and desirable work. The right to education is in the constitution but it is not guaranteed. It should be guaranteed for all without any discrimination. The rights-based approach has been integrated throughout the Action, with a particular focus on promoting inclusion and equality. The Action is designed around the individuals as a starting point and, as such, intends to guarantee their rights in having better access to education, ensuring their participation in shaping responses at community level and influencing national reforms, holding authorities/institutions accountable. Human rights standards and compliance will be systematically considered in capacity building activities. Contextualised understanding of inter-ethnic and inter-group dynamics will allow to better strengthen the inclusion of minorities and other marginalised groups. Moreover, the action will apply the working principles of the human rights based approach (HRBA): 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, and 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 D1. This implies that the Action will support participation, inclusion and protection of people with disabilities across the different outcomes. Specific attention will be paid to reduce stigmatisation and discriminatory practices against disabled people. Considering they are at higher risk in rural areas, their needs must be better understood by local authorities and communities what will require sensibilization campaigns. Community platforms and dialogue will allow to better consider those issues and address specific needs to ensure their right to education.

For youth with disabilities, the access to TVET will be increased through a barrier-free approach in building, refurbishing and equipping the training centres, and through the development of adapted curricula. This will require some studies and training of trainers. Similarly, it will be necessary to sensitise employers in order to develop appropriate actions to welcome trainees or workers with disabilities into their organisations.

Democracy

Accountability and legitimacy of institutions, and increased participation of citizens in decision-making processes, are at the core of this Action to build a more participative country and education system. People will have to be educated on what democracy is and what their rights are as they are very often neglected by the authorities. In the regional components, the EU will propose a bottom-up approach which shall contribute to empower communities to engage more proactively in education issues and shall also better inform mandated institutions and authorities of concrete needs and challenges that people face so as to adapt the response and ensure that intended reforms and actions are aligned with this reality. Consultations and engagement with communities, especially women and girls, youth and groups in vulnerable situations, shall foster inclusive approaches and participatory decision-making processes.

¹² Gender Profile Guinea-Bissau – April 2022.

Conflict sensitivity, peace and resilience

All partners will be asked to develop and maintain a deeper, context-specific understanding of the underlying sources of conflict and their interaction, influence on, and impact within the education domain.

Education policies and programmes that increase social cohesion can contribute to building peace as unequal access to education can cause tension between groups, and between citizens and the State. Conflict-sensitive education programmes and policies take note of problems related to language of instruction, bias in access, staff recruitment and deployment, and curriculum content. This programme will mainstream approaches which promote safety, resilience, and social cohesion, thus promoting equal access to relevant, quality education for all identity groups, including migrants although the percentage of migrants is very low in Guinea-Bissau.

Disaster Risk Reduction

Education for disaster preparedness can provide life-saving and life-sustaining information and skills that protect in particular children and young people during and after emergencies. Partners will be asked to mainstream Disaster Risk Reduction (at a policy and programming level) recognising the need for implementation in both formal and non-formal education settings. Introducing disaster awareness and risk reduction education in communities will foster better understanding amongst children and teachers about the immediate environment in which they and their families live and would help to reduce the risk faced by the community.

Other considerations if relevant

The Action will not work directly on digital skills and literacy, however it includes a key digital governance component that will expand an ongoing EU Programme on education statistics and improve digital capacities of the MEN to provide reliable data for policy making.

3.4 Risks and Lessons Learnt

| Category | Risks | Likelihood (High/ Medium/ Low) | Impact (High/ Medium/ Low) | Mitigating measures |
|---------------------------------------|---|---|---|--|
| External (Economic) environment | Risk 1 Lack of government allocation of appropriate resources to ensure sustainability of the Action. | H | H | Reinforced and regular donor coordination among EU, Camões, WB and UNICEF for a structured policy dialogue on budgetary allocation with the Education Minister – and Finance Minister (in line with planned pilot on MIP priority 3.3 economic governance under AAP 2023). |
| | Risk 2 Degradation of the local labour market resulting in reduced employment opportunities due to an unfavourable domestic (instability, security) and/or macroeconomic environment. | H | H | - Focus on production of goods and services that foster households resilience (food production and processing, occupations related to basic needs, etc.). - Strengthening of set-up of apprenticeships (formal and informal). |
| | Risk 3 Slow de-concentration/non- | M | M | - Coordinated work with the NGO Plan which develops regional and sectoral |

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| | existence of decentralisation. | | | development plans and thus builds the network of territorial reference frameworks necessary for decentralisation. - Support for the country's decentralisation efforts, through a pilot in the area of education to be integrated in MIP Priority 3 - Good Governance and Stability (AAP 2023). |
| | Risk 4 Instability of school authorities and managers. | M | H | - Accompany school headmasters and deputy headmasters in data collection and administrative verification. - Promote a Memorandum of Understanding with the MEN and Ministry of Higher Education and Scientific Research (MESIC) |
| | Risk 5 Trade union demands (wages, human resources management) threaten to paralyse the education system. | H | H | - Integration or association of trade unions and sector associations in the reflection as a proactive partner in the search for more efficiency in human resources management and in education management. |
| | Risk 6 Neglect of gender aspects and handicap in data collection/processing and school management which can contribute to the perpetuation of inequalities. | H | H | - A gender approach in all phases of the Action that takes into account the socio-cultural determinants and the differentiated situations and needs of men, women, girls, boys and groups of people living in vulnerable situations (disabilities). |
| Internal processes | Risk 7 Lack of interest on the part of the institutions in fulfilling project objectives. | M | M | Designation of focal points within the ministries in charge of vocational training in the context of the formulation and implementation of this Action. |
| | Risk 8 Lack of effectiveness of work placement measures for young people after completing training. | M | M | Provision of incentives for enterprises, such as support to coaching of trainees. |
| People and Organisations | Risk 9 Weak collaboration between public actors and the private sector. | M | M | Skills needs analysis with the implication of the private sector. Involvement of the private sector in the governance of training structures. The set-up of a TVET fund. |

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| | Risk 10 The level of consultation (between TFPs and the Government; between TFPs) does not ensure the necessary complementarity between actions according to the priorities expressed by the authorities. | M | M | - Promote that the MEN and Ministry of Higher Education and Scientific Research assume responsibility for leading the GLE Local Education Group and have its members adopt a code of conduct/procedures ensuring the complementarity and synergy of external aid (TFP and NGOs). |
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Lessons Learnt:

For the Education Governance component, lessons were learned from the evaluation of the EU ‘Firkidja di Skola’ project, the current implementation of the EU project PESIDE and the ROM review of the EU project ‘Boa Governação e Transparência na Educação’:

- The EMIS is an operational tool that can provide users with the expected data and can be extended nationwide to become a national instrument to support educational planning and strategic and operational decisions.
 - The functionality of EMIS is still limited, but the potential is enormous, either in education or the civil service and finance.
 - Importance of steering in education, notably with the Local Education Group (GLE), and of setting up, at the level of the Ministry of National Education (MEN) and under its responsibility, a monitoring unit for the implementation of the Education Sectorial Plan.
 - The very strong involvement of GEPASE - Office of Studies, Planning and Evaluation of the Educational System and several decentralised directorates in the regions explains the good understanding of the potential use of EMIS with regard to the elaboration of educational statistics, the identification, programming and evaluation of the needs of the education system. However, this appropriation and understanding appears to be weaker in the other central directorates of the MEN and MESIC.
 - The empowerment of IGE – General Inspection of Education is essential, as a supervisory and control body, having several reflexes on the improvement of the education sector: it promotes compliance with the legislation and the guidelines of the MEN, supervises such compliance, compels school boards to function better and teachers to comply with various duties, raising the level of demand to increase the quality of education. This adds credibility to the data obtained, which can and should be used for political decision-making, resulting in better governance of the system.
- In TVET, the action will take into account the results achieved by the RESET project, which showed the difficulties in ensuring continuity and sustainability to demand-driven skills development programmes without an in-depth reform of the system encompassing a clear distribution of roles and responsibilities between central directorates and training centres and in the absence of private sector involvement.

3.5 The Intervention Logic

In direct response to a request from the Ministry of National Education (MEN), and to address the low levels of quality and learning outcomes of education/TVET, implementing partners will realise a combination of **activities** that will:

- 1. Relating to Output 1.1**, activities will focus on the consolidation of inspection protocols and working tools, while supporting the formal adoption of these instruments by the General Inspectorate of Education (IGE). The appropriate institutional capacity building of inspectors and local, regional and national structures will complement the Action by prioritising more extensive methodologies and peer tutoring/training. In order to improve the administrative and pedagogical performance of schools, the Action intends to develop a model for certification of professionals, responding to the need for specialized training and the development of conditions of autonomy, at national level, for the training of new inspectors.

On the other hand, support will be given to the development and monitoring of specific School Education Projects, as strategies for community involvement in the school, and the investment in the strengthening of competencies in school management and administration of the governing body, so as to allow better understanding of the reality

and to find participatory solutions to their challenges, including that of out of school girls and boys, in all their diversity.

2. Relating to **Output 1.2**, and expanding on the current PESIDE project, the activities will support the consolidation of the EMIS/SIGE at national level, enabling the collection and analysis of reliable data to support the annual planning and budgeting of activities and strategic plans of the Ministry of National Education (MEN). Collaboration with the Ministry of Public Administration and Labour (MAPTESS) and the Ministry of Finance (MF) will help expand the use of statistics to strengthen more informed decision making adjusted to the real needs of the education system. Furthermore, the Action will expand this work to new levels of education namely pre-school education, higher education and technical and professional training, in direct cooperation with the Ministry of Higher Education and Scientific Research (MESIC) as well as the Ministry of Labour (MAPTESS), which has co-responsibility for TVET and human resources management of the civil servants. EMIS/SIGE will also integrate the dimension of children with special needs in order to support the education system to better plan its policies to support these children.
3. Relating to **Output 1.3**, and on the basis of a functional EMIS/SIGE, the Action aims to establish procedures for the governance of the education system based on a chain that promotes continuous cycles of evaluation, reflection and improvement. An on the job and continuous training work will be organised to meet the needs of the different specialists working directly or indirectly with the EMIS/SIGE. The support to the reorganization of the organigramme and structures of the relevant services of MEN and MAPTESS, as well as the articulation with national and international entities for statistics dissemination, will complement these activities.

A memorandum will be signed with the involved ministries to guarantee the stability of the technical positions trained and the commitment to allocate funds from 2023 onwards for current expenses inherent to the practice of inspection and planning, monitoring and evaluation of the sector.

If the activities accomplish the expected results, the Action will achieve its specific objective to improve quality assurance, including system monitoring and efficiency, supervision, and learning assessments of the education and TVET systems and to improve access to TVET provision and integration of young people into the labour market, with particular reference to women and girls.

At the TVET level, the Action will implement the policy, while increasing training opportunities, especially for women, girls and youth living in vulnerable situations and in rural areas.

1. Relating to **Output 2.1**, the TVET policy, which is currently under development within the RESET programme, is a result of a participative EU-funded exercise implemented by ENABEL and involving all relevant stakeholders, including the MEN, the MAPTESS and representatives of the private sector. This process requires a long-term engagement and substantive efforts to support the two ministries and the respective agencies INAFOR and AGEFP, currently lacking clear terms of reference and adequate human and material resources, and to design and implement the TVET Qualifications Framework. The RESET programme will end in 2024, but these activities, which are of strategic importance for the development of the TVET system, must not be disrupted and need to be reinforced and complemented. For this reason, the Action will work in parallel and in close synergy with the activities foreseen by the SO1 of the RESET project (Strengthen the governance of TVET and improve the quality of the system with the participation of the private sector) and will develop some autonomous and complementary activities related to the strengthening of governance and management of the TVET system. In particular, the Action will contribute to set up a national vocational training and employment fund (most probably based on a training levy) and to strengthen the daily autonomous management of Vocational Training Centres, including through PPPs.
2. Relating to **Output 2.2**, on the other side, the Action intends to respond to the need to broaden access to vocational training and, at the same time, to accompany the social inclusion and job placement of illiterate women and other disadvantaged categories, while contributing to repair a current unstructured and dysfunctional system. This approach responds to a dual purpose: meeting the needs of a labour market in need of a qualified workforce (economic purpose), and offering an opportunity for people in disadvantaged positions who do not enjoy any kind of support to enter working life (social purpose). This entails the need to create new training opportunities and some centres of excellence for training in strategic sectors, with

investments in terms of infrastructure (mainly WASH and electricity), equipment, business start-up support and other interventions already partially tested within RESET – others to be expanded under priority 2.2 of the MIP in AAP 2023 - and the development of new curricula (together with the private sector) and formal and informal apprenticeship schemes.

Hence, if the private sector is involved in TVET financing, planning, delivery and certification, if stakeholders are able to activate public and internal resources for the financing of training activities, if women, girls and youth in vulnerable situations are empowered and supported for entering labour market, then the system is strengthened, the TVET governance is improved and more responsive to labour market needs, and TVET provision is increased, then contributing to the achievement of the desired impact (increased youth employability). This is because past experience shows that employability is the result of several factors, among which strategic policy making, provision of core skills, access to education, availability of training opportunities, motivation, ability and support to take advantage of opportunities for continuous learning – and is critical for enabling workers to attain decent work and manage change and for enabling enterprises to adopt new technologies and enter new markets¹³.

Transversally, activities aim at tackling each of the challenges raised, while having an implementation organisation that tries to respect the uniqueness of the context, the coherence of the technical interventions as well as the lessons learned from previous actions.

With a view to the sustainability of the Action, the European Union will intensify its strategy of policy dialogue aimed to achieve progressive public investment in education with the relevant Ministries, in particular the MEN and the MF. This strategy will seek to be aligned with that of other partners working in the sector, in particular UNICEF, the World Bank and Camões I.P., with whom the EU has discussed the challenge of financial sustainability, in particular. Likewise, relevant elements of complementarity are foreseen for the Action in the AAP 2023 - Good Governance, which will support, in principle, the government's decentralization efforts in pilot areas, namely education and health.

¹³ Resolution on skills for improved productivity, employment growth and development. 97th Session of the International Labour Conference, 2008

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.

| Results | Results chain (@): Main expected results (maximum 10) | Indicators (@): (at least one indicator per expected result) | Baselines (values and years) | Targets (values and years) | Sources of data |
|------------------|---|--|--|--|--|
| Impact | To improve qualifications and employability of youth in Guinea-Bissau | <ol style="list-style-type: none"> No. of qualified young people with access to the labour market (disaggregated by sex) % school-age children out of school - basic education and secondary school (disaggregated by sex) % of gender disparities in enrolment, progression and retention in basic education and secondary school girls and boys Proportion of youth (aged 15- 24 years) not in education, employment or training (GERF 1.12 SDG 8.6.1) | <ol style="list-style-type: none"> TBD in the inception phase 1st and 2nd cycle of basic education: 28% (F: 26% M: 29%), 2021 3rd cycle of basic education: 23% (F: 26% M:20%), 2021 Secondary education: 32% (F:36% M:28%), 2021 TBD in inception phase TBD in inception phase | <ol style="list-style-type: none"> TBD in the inception phase TBD in inception phase TBD in inception phase TBD in inception phase | <ol style="list-style-type: none"> Baseline and endline surveys conducted and budgeted by the EU-funded intervention Statistical Yearbook MEN/MICS 2021, Baseline and endline surveys conducted and budgeted by the EU-funded intervention Baseline and endline surveys conducted and budgeted by the EU-funded intervention, Project reports, ROM, external evaluations, and MEN strategic documents Baseline and endline surveys conducted and budgeted by the EU-funded intervention, Project reports, ROM, external evaluations, and MEN strategic documents |
| Outcome 1 | To improve quality assurance, including system monitoring and efficiency, supervision, and learning assessments of the education and TVET systems | <ol style="list-style-type: none"> No. of strategic and/or annual plans (gender sensitive) formulated based on the statistical results of SIGE/EMIS No. of new public policies (gender sensitive) drafted and in adoption process | <ol style="list-style-type: none"> 0 (2022) 0 (2022) | <ol style="list-style-type: none"> 1 Strategic Plan - PSE - and at least 3 annual budgeted activity | <ol style="list-style-type: none"> Baseline and endline surveys conducted and budgeted by the EU-funded intervention, Project reports, ROM, external evaluations, and MEN strategic documents |

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| | | <p>based on SIGE/EMIS analysis and/or inspection reporting</p> <p>1.3 % of schools with improved administrative and pedagogical performance based on MEN quality standards¹⁴</p> <p>1.4 % of MEN procedures implemented in schools</p> <p>1.5 % of Inspectors who show improvements in inspection practice and professional ethics</p> | <p>1.3. TBD in the inception phase</p> <p>1.4. 0 (2022)</p> <p>1.5. 0% (2022)</p> | <p>plans - PAAO), (2028)</p> <p>1.2. 2 (2028)</p> <p>1.3. TBD in the inception phase</p> <p>1.4. TBD in the inception phase</p> <p>1.5. at least 70% (2028)</p> | <p>1.2. Baseline and endline surveys conducted and budgeted by the EU-funded intervention, Project reports, ROM, external evaluations, and MEN strategic documents</p> <p>1.3; 1.4 Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.5: Baseline and endline surveys; Project reports, ROM, external evaluations, and MEN official reports</p> |
| Outcome 2 | To improve effectiveness of mechanisms for integration of young people into the labour market, including TVET provision, with particular reference to women and girls | <p>2.1. N. of rural youth in TVET/Apprenticeship schemes created with EU support (disaggregated by sex and age)</p> <p>2.2. No of jobs (employment and self-employment) created 6 months after graduation/completion of TVET/apprenticeship scheme (disaggregated by sex)</p> <p>2.3. Insertion rate of TVET graduates</p> <p>2.4. Number of people who have benefited from institution or workplace-based VET/skills development interventions supported by the EU: (a) all VET/skills development (GERF 2.14)</p> | <p>2.1 TBD in the inception phase</p> <p>2.2 0 (2022)</p> <p>2.3. 47% (2022)</p> <p>2.4. TBD in inception phase</p> | <p>2.1 TBD in the inception phase</p> <p>2.2. 18000 by 2028 (F: 60%, M: 40%) (2028)</p> <p>2.3. 70% (2028)</p> <p>2.4. TBD in inception phase</p> | <p>2.1 Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>2.2. RESET Reports, Ministry of education reports</p> <p>2.3. RESET Reports, Ministry of education reports</p> <p>2.4. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> |

¹⁴ Some of the criteria includes school environment, pedagogical practice, working conditions, official indicators (attendance rates, drop-out rate, n° of school days/year, etc.)

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| <p>Output 1 relating to Outcome 1</p> | <p>1.1 Increased operational and institutional capacities of the MEN in school management, administrative and pedagogical supervision of the system and community involvement</p> | <p>1.1.1 No. of inspectors in school inspection trained by the EU-funded intervention with increased skills and/or knowledge in administration and pedagogy, disaggregated by sex</p> <p>1.1.2 No. of schools with at least two inspections per year in accordance with the inspection protocols created/improved under the project</p> <p>1.1.3. Number of inspections protocols developed with support of the EU-funded intervention</p> <p>1.1.4. No. of gender and vulnerable youth responsive school education projects supported by the EU-funded intervention (per region, per year)</p> <p>1.1.5. % of schools that succeed in improving the quality standards of education</p> | <p>1.1.1 0 (2022)</p> <p>1.1.2 TBD in the inception phase</p> <p>1.1.3. 0 (2022)</p> <p>1.1.4. TBD in the inception phase</p> <p>1.1.5. TBD in the inception phase</p> | <p>1.1.1 214 (tbc) (2028)</p> <p>1.1.2. TBD in the inception phase</p> <p>1.1.3. TBD in the inception phase</p> <p>1.1.4. TBD in the inception phase</p> <p>1.1.5. TBD in the inception phase</p> | <p>1.1.1 Pre- and post-training test reports</p> <p>1.1.2; 1.1.3; 1.1.4; 1.1.5;: Baseline and endline surveys conducted and budgeted by the EU-funded intervention; Project reports, ROM, external evaluations, and MEN official reports</p> |
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| <p>Output 2</p> <p>relating to Outcome 1</p> | <p>1.2 Enhanced capacity of Education Management Information System (EMIS/SIGE) for education data collection, analysis, reporting and for informing decisions</p> | <p>1.2.1. No. of education regions with an EMIS/SIGE for basic education and secondary school set up with support of the EU-funded intervention (gender and special learning needs sensitive);</p> <p>1.2.2. No. of schools with information inserted on EMIS/SIGE each year with the support of the EU-funded intervention</p> <p>1.2.3. No. of education regions with an EMIS/SIGE for higher education and TVET set up with support of the EU-funded intervention (gender and special learning needs sensitive);</p> <p>1.2.4. No. of relevant MEN and MAPTESS staff trained by the EU-funded intervention with increased knowledge and/or skills in consultation, management and analysis of SIGE/EMIS data, disaggregated by sex</p> <p>1.2.5. No. of schools (all levels) correctly entering data in EMIS/SIGE</p> <p>1.2.6. N° of teachers and head teachers trained by the EU-funded intervention with increased knowledge and/or skills in identifying vulnerable children and those with special educational needs, disaggregated by sex.</p> | <p>1.2.1. 11 (2022)</p> <p>1.2.2. 0 (2022)</p> <p>1.2.3. 0 (2022)</p> <p>1.2.4. TBD in inception phase</p> <p>1.2.5. TBD in inception phase</p> <p>1.2.6. 0 (2022)</p> | <p>1.2.1. 11(2028)</p> <p>1.2.2. 11 (2028)</p> <p>1.2.3. 11 (2028)</p> <p>1.2.4. TBD in inception phase</p> <p>1.2.5. TBD in inception phase</p> <p>1.2.6. TBD in inception phase</p> | <p>1.2.1; 1.2.2; 1.2.3: Project reports, ROM, external evaluations, and MEN official reports, school yearbook</p> <p>1.2.4 Baseline and endline surveys conducted and budgeted by the EU-funded intervention Pre and post-training test reports</p> <p>1.2.5 Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.2.6 Baseline and endline surveys conducted and budgeted by the EU-funded intervention Pre- and post-training test reports</p> |
| <p>Output 3</p> <p>Relating to Outcome 1</p> | <p>1.3. Increased MEN's capacity to develop and implement internal and interministerial communication, management methods, and informed decision-making</p> | <p>1.3.1. No. of reports produced by EMIS (statistical yearbooks) with support of the EU-funded intervention</p> <p>1.3.2. N° of meetings held as part of the intra and interministerial reporting circuit with support of the EU-funded intervention</p> | <p>1.3.1. 0 (2022)</p> <p>1.3.2. 0 (2022)</p> <p>1.3.3. 0 (2022)</p> <p>1.3.4. 0 (2022)</p> | <p>1.3.1. 5 (2028)</p> <p>1.3.2. 10 (2028)</p> <p>1.3.3. at least 10 (2028)</p> | <p>1.3.1; 1.3.2; 1.3.3: Project reports, ROM, external evaluations, and MEN official reports,</p> <p>1.3.4 Baseline and endline surveys conducted and budgeted</p> |

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|--|--|--|---|--|---|
| | process, based on learning from improved SIGE | <p>1.3.3. No. of opinions deliberated as part of intra- and inter-ministerial coordination activities supported by the EU-funded intervention</p> <p>1.3.4. No. people trained by the EU-funded intervention with increased knowledge and/or skills in decision-making and management methods, disaggregated by sex</p> | | 1.3.4. TBD in inception phase | by the EU-funded intervention; Pre- and post-training test reports |
| <p>Output 1</p> <p>Relating to Outcome 2</p> | 2.1. Improved institutional capacity for the implementation of TVET policies towards higher youth employability, as defined under the RESET programme; | <p>2.1.1. N. of TVET strategies implemented in alignment with the roadmap approved by all stakeholders involved</p> <p>2.1.2. N. of TVET mechanisms and PPPs developed with the support of the EU-funded intervention</p> <p>2.1.3. Extent to which EU-funded intervention contributed to the set-up of national training and employment fund</p> <p>2.1.4. Number of meetings organized with support of the EU-funded intervention at central level, involving the private and public sector and technical and financial partners that participate in the expression of TVET needs and priorities</p> | <p>2.1.1: TBD (the strategy is under development)</p> <p>2.1.2: TBD (based on strategy and roadmap)</p> <p>2.1.3 0 (2022)</p> <p>2.1.4. 2 per year (2022)</p> | <p>2.1.1: TBD (the strategy is under development)</p> <p>2.1.2: TBD (based on strategy and roadmap)</p> <p>2.1.3. 1 (2028)</p> <p>2.1.4. 3 per year (2028)</p> | <p>2.1.1 Baseline and endline surveys conducted and budgeted by the EU-funded intervention; Pre- and post-training test reports, Project reports, ROM, external evaluations</p> <p>2.1.2 Baseline and endline surveys conducted and budgeted by the EU-funded intervention; Pre- and post-training test reports, Project reports, ROM, external evaluations</p> <p>2.1.3. RESET/project reports, ROM, external evaluations</p> <p>2.1.4. RESET/project reports, ROM, external evaluations</p> |

| | | | | | |
|---|---|--|---|--|---|
| <p>Output 2 relating to Outcome 2</p> | <p>2.2 Enhanced access to Training to Work opportunities and TVET/Skills development, including functional literacy for illiterate women, girls and vulnerable youth in rural areas</p> | <p>2.2.1 N. of TVET facilities supported (capacity development) by the EU-funded intervention</p> <p>2.2.2 N. of new TVET centres/facilities created with support of the EU-funded intervention</p> <p>2.2.3 N. of new (competence based) curricula developed with the support of the EU-funded intervention</p> <p>2.2.4 N. of rural youth (disaggregated by sex and age) benefitting from skills development schemes (TVET + apprenticeship schemes) supported by the EU-funded intervention</p> <p>2.2.5. N. of rural youth (disaggregated by sex and age) benefitting from guidance and support to workplace integration with support of the EU-funded intervention</p> | <p>2.2.1 4 (2022)</p> <p>2.2.2 0 (2022)</p> <p>2.2.3. TBD in inception phase</p> <p>2.2.4 TBD in inception phase (after RESET final results)</p> <p>2.2.5 TBD in inception phase (after RESET final results)</p> | <p>2.2.1 Between 6 and 10, tbd through a baseline study) (2028)</p> <p>2.2.2 Between 5 and 10, tbd through a baseline study) (2028)</p> <p>2.2.3. TBD in inception phase</p> <p>2.2.4. TBD in inception phase</p> <p>2.2.5 TBD in inception phase</p> | <p>2.2.1. RESET/project reports, ROM, external evaluations</p> <p>2.2.2. RESET/project reports, ROM, external evaluations</p> <p>2.2.3; 2.2.4; 2.2.5: Baseline and endline surveys conducted and budgeted by the EU-funded intervention; Pre- and post-training test reports, Project reports, ROM, external evaluations</p> |
|---|---|--|---|--|---|

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this Action, it is envisaged to conclude a financing agreement with the Republic of Guinea-Bissau.

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

Not applicable

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 measures¹⁵.

4.4.1 Direct Management (Grants)

(a) Purpose of the grant(s)

The programme activities to implement through a direct grant are the following:

Activities related to output 1.2: Enhanced capacity and infrastructure of Education Management Information System (EMIS/SIGE), for education data collection, analysis, reporting and for informing decisions

Activities related to output 1.3: Increased MEN's capacity to develop and implement internal and interministerial communication, management methods, and informed decision-making process, based on learning from improved SIGE.

(b) 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 NGO Fé e Cooperação (FEC), selected using the following criteria:

the operational and financial capacity of the organisation, in particular its knowledge of the country's challenging environment, its vast experience in education and statistics in particular; deep trust from the national and local government; the quality of the staff it can mobilise and the coherence and synergies/capitalisation of experiences with phase I of the current action (Firkidja di Skola and PESIDE), that FEC has been successfully implementing since 2015, and which form the basis of the design of the present Action, having created an Education Management and Information System (EMIS) and also strengthened statistical literacy and decision-making through an education data chain.

Under the responsibility of the Commission's authorising officer responsible, the recourse to an award of a grant without a call for proposals is justified because the action has specific characteristics requiring a specific type of beneficiary for its technical competence and specialisation with regard to Article 195 (f) FR, Article 27(2) NDICI-Global Europe Regulation.

¹⁵ 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.

Should FEC be unable to implement the activities foreseen under direct management for circumstances outside of the Commission's control, the activities may be implemented through direct management (grants) via a grant contract, awarded through a call for proposals.

4.4.2 Indirect Management with a pillar assessed entity

This action may be implemented in indirect management with **Camões I.P**

The implementation by this entity entails contributing to achieving *Increased operational and institutional capacities of the Ministry of Education in school management, administrative and pedagogical supervision of the system and community involvement* (SO1, output 1.1.)

The envisaged entity has been selected using the following criteria: the operational and financial capacity of the organisation, in particular its knowledge of the country's environment and solid and recognised experience as an education partner of Guinea-Bissau in key areas such as basic education and good governance; the quality of the staff it can mobilise and the coherence and synergies of their current work of technical support to different departments of the Ministry of Education in areas complementary to this Action, including the general school inspectorate; and its continuous work of articulation with the different education partners in Guinea-Bissau for the implementation of the Sustainable Development Goals (SDGs), in particular Goal 4: Quality Education. Finally, it has been chosen for its affirmed intention to joining the EU in a future Team Europe Initiative on Education.

4.4.3 Indirect Management with a pillar assessed entity

This action may be implemented in indirect management with **UNESCO**.

The implementation by this entity entails contributing to achieving *Improved TVET Governance and institutional capacity building for the implementation of TVET policies towards higher youth employability, as defined under the RESET programme* (SO2, output 2.1) and *Enhanced access to Training to Work opportunities and TVET/Skills development, including functional literacy for illiterate women, girls and vulnerable youth in rural areas* (SO2, output 2.2).

The envisaged entity has been selected using the following criteria: the operational and financial capacity of the organisation, its recognised expertise in TVET systems in Africa and for promoting innovative TVET practices; the quality of the staff it can mobilise and the coherence and synergies of their approach with the ongoing EU TVET programme RESET, whose implementing partner will be leaving the country.

4.4.4 Changes from indirect to direct management mode (and vice versa) due to exceptional circumstances (one alternative second option)

Point 4.4.2 - Should Camões I.P. be unable to implement the activities foreseen under indirect management for circumstances outside of the Commission's control, the activities may be implemented through direct management via a grant contract, awarded through a call for proposals.

Point 4.4.3 - Should UNESCO be unable to implement the activities foreseen under direct management for circumstances outside of the Commission's control, the activities may be implemented through direct management via a grant contract, awarded through a call for proposals.

(a) Purpose of the grant(s)

For point 4.4.2, the implementation by this entity entails contributing to achieving *Increased operational and institutional capacities of the MEN in school management, administrative and pedagogical supervision of the system and community involvement* (SO1, output 1.1).

For point 4.4.3, the implementation by this entity entails contributing to achieving *improved institutional capacity for the implementation of TVET policies towards higher youth employability, as defined under the RESET programme; enhanced access to Training to Work opportunities and TVET/Skills development,*

including functional literacy for illiterate women, girls and vulnerable youth in rural areas (SO2, output 2.1 and 2.2)

(b) Type of applicants targeted

The circle of potential applicants include NGOs and organisations of civil society.

4.5. Scope of geographical eligibility for procurement and grants

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

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realisation of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.6 Indicative Budget

| Indicative Budget components¹⁶ | EU contribution (amount in EUR) | Third-party contribution, in currency identified |
|--|--|---|
| Implementation modalities – cf. section 4.4 | | |
| Output 1.1. Increased operational and institutional capacities of the MEN in school , administrative and pedagogical supervision of the system and community involvement Indirect management with Camões I.P. | 3 000 000 | N.A. |
| Output 1.2. Enhanced capacity of Education Management Information System (EMIS/SIGE) for education data collection, analysis, reporting and for informing decisions Direct management with FEC | 3 000 000 | N.A. |
| Output 1.3. Increased MEN's capacity to develop and implement internal and inter-ministerial communication, management methods, and informed decision-making process, based on learning from improved SIGE Direct management with FEC | 900 000 | N.A. |
| Output 2.1 Improved institutional capacity for the implementation of TVET policies towards higher youth employability, as defined under the RESET programme; Indirect management with UNESCO | 5 500 000 | N.A. |
| Output 2.2 Enhanced access to Training to Work opportunities and TVET/Skills development, including functional literacy for illiterate women, girls and vulnerable youth in rural areas | 4 500 000 | N.A. |

¹⁶ 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.

| | | |
|-------------------------------------|-------------------|-------------|
| Indirect management with UNESCO | | |
| Total for grants contracts | 3 900 000 | |
| Evaluation – cf. section 5.2 | 80 000 | N.A. |
| Audit – cf. section 5.3 | 20 000 | |
| Totals | 17 000 000 | N.A. |

4.7 Organisational Set-up and Responsibilities

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

For each proposed contract a Steering Committee, composed by the EU, implementing partners, MEN and MAPTESS and other relevant parties will be organised at least twice a year in order to review progress, analyse the results of the programme's implementation and to evaluate the need for adjustments. In addition to the participation of the programme implementing partners, participation in the Steering Committee meetings will be open to other partners active in the education sector in Guinea-Bissau (CSOs, etc.) who may contribute to discuss key operational issues and share information.

The Steering Committee will verify that the commitments of partners are being respected and that the implementation of the programme is carried out effectively and efficiently.

Periodic internal monitoring and coordination meetings will be held by the partners responsible for implementing the programme with the support of the technical assistance (Pool of Experts).

Gender equality, and a human rights based approach expertise will be ensured during the implementation of the Action. They will also be integrated in relevant capacity building activities and documents (i.e. Terms of Reference (ToRs) etc.), as minimum requirements of expertise.

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.

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).

Monitoring and evaluation will assess gender equality results, an impact on rights of groups living in the *most* vulnerable situations and the implementation of the rights based approach working principles (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; and transparency and access to information supported by disaggregated data). Monitoring and evaluation will be based on indicators that are disaggregated by sex, age, disability and area (*urban/rural*), when applicable.

Human rights and gender equality competence is ensured in the monitoring and evaluation teams.

Roles and responsibilities for data collection, analysis and monitoring:

The EU, national authorities and the implementing partners of the action will be jointly responsible for monitoring and reporting on indicators of the logframe matrix, including the collection of baselines and regular and endline data collection, which can be supported by specific monitoring and evaluation missions.

Data collection and reporting is under the responsibility of the implementing partners. Specific studies supporting data collection may also be funded under the regular budget of the action (budget lines grants or procurement).

Active and meaningful participation of stakeholders in the Education sector, including their identification, will be sought, via regular exchanges with national authorities and civil society.

5.2 Evaluation

Having regard to the nature of the action, a final evaluation will be carried out for this action or its components via independent consultants contracted by the Commission.

It 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 will be necessary to verify, in particular, whether the action has been able to strengthen the capacities of national authorities and civil society actors in a sustainable way.

The Commission shall inform the implementing partner at least 2 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.

Evaluation will 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 evaluation reports shall be shared with the partner country and other key stakeholders following the best practice of evaluation dissemination¹⁷. 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.

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.

¹⁷ See best [practice of evaluation dissemination](#)

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

| | | |
|-------------------------------------|-------------------------|--|
| Action level | | |
| <input type="checkbox"/> | Single action | Present action: all contracts in the present action |
| Group of actions level | | |
| <input type="checkbox"/> | Group of actions | OPSYS ref ACT 61473 |
| Contract level | | |
| <input checked="" type="checkbox"/> | Single Contract 1 | Contribution agreement with Portuguese Development Agency Camões I.P |
| <input checked="" type="checkbox"/> | Single Contract 2 | Grant with NGO FEC |
| <input checked="" type="checkbox"/> | Single Contract 3 | Contribution agreement with UNESCO |
| <input type="checkbox"/> | Group of contracts 1 | |