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

**ANNEX 2**

to the Commission Implementing Decision on the financing of the multiannual action plan in favour of  
Sub-Saharan Africa for 2022-2026 Part 2

**Action Document for the Regional Teacher Programme for Africa**

**MULTIANNUAL PROGRAMME**

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

# 1 SYNOPSIS

## 1.1 Action Summary Table

<b>1. Title CRIS/OPSYS business reference Basic Act</b>	<b>Regional Teacher Programme for Africa</b> OPSYS number: ACT-61343 Financed under the Neighbourhood, Development and International Cooperation Instrument ( <u>NDICI-Global Europe</u> )
<b>2. Team Europe Initiative</b>	No
<b>3. Zone benefiting from the action</b>	The action shall be carried out in Africa
<b>4. Programming document</b>	Multi-Annual Indicative Programme for Sub-Saharan Africa 2021-2027
<b>5. Link with relevant MIP(s) objectives / expected results</b>	Priority Area 1: Human Development - Education and Skills Specific Objective 2: Enhance regional and continental (Intra-Africa) integration for improved quality of education and skills development; and EU-Africa policy dialogue and cooperation in the fields of education, skills development, youth learning mobility, and teacher governance, leadership, training and professional development Result 2.1: Improved teacher governance, training and professional development in basic education
<b>PRIORITY AREAS AND SECTOR INFORMATION</b>	
<b>6. Priority Area(s), sectors</b>	Human Development - Education and Skills DAC Sector: Education – 110
<b>7. Sustainable Development Goals (SDGs)</b>	Main SDG: 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Other significant SDGs: 5 – Gender equality, 10 – Reduced Inequalities
<b>8 a) DAC code(s)</b>	Education policy and administrative management - 11110

	Education facilities and training - 11120 Teacher training - 11130 Primary education - 11220 Early childhood education - 11240 Lower secondary education – 11260 Public sector policy and administration management – 15110				
<b>8 b) Main Delivery Channel</b>	Consortia of EU Member States (Belgium/Germany/France/Finland) 47000 – Other multilateral Institutions (African Union Commission) 41304 - United Nations Educational, Scientific and Cultural Organisation (UNESCO)				
<b>9. Targets</b>	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Human Rights, Democracy and Governance				
<b>10. Markers (from DAC form)</b>	<b>General policy objective @</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>	
	Participation development/good governance	<input type="checkbox"/>	<input 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"/>	
	<b>RIO Convention markers</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>	
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Climate change mitigation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>11. Internal markers and Tags:</b>	<b>Policy objectives</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
		Digitalisation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
digital connectivity digital governance		YES <input type="checkbox"/> <input checked="" type="checkbox"/>	NO <input checked="" type="checkbox"/> <input type="checkbox"/>		

	digital entrepreneurship digital skills/literacy digital services	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	Connectivity @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	digital connectivity energy transport health education and research	YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	NO <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" 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

<b>12. Amounts concerned</b>	<p>Total estimated cost: EUR 100 000 000</p> <p>Total amount of EU budget contribution: EUR 100 000 000</p> <p>The contribution is for an amount of EUR 100 000 000 from the general budget of the European Union</p> <p>14.020120-C1-INTPA WEST AFRICA:</p> <p>EUR 17 500 000 from the general budget of the European Union for 2023</p> <p>EUR 17 500 000 from the general budget of the European Union for 2026</p> <p>Subject to the availability of appropriations for the respective financial years following the adoption of the relevant annual budget, or as provided for in the system of provisional twelfths</p> <p>14.020121-C1-INTPA EAST AND CENTRAL AFRICA:</p> <p>EUR 17 500 000 from the general budget of the European Union for 2023</p> <p>EUR 17 500 000 from the general budget of the European Union for 2026</p> <p>Subject to the availability of appropriations for the respective financial years following the adoption of the relevant annual budget, or as provided for in the system of provisional twelfths</p> <p>14.020122-C1-INTPA SOUTHERN AFRICA AND INDIAN OCEAN:</p> <p>EUR 15 000 000 from the general budget of the European Union for 2023</p> <p>EUR 15 000 000 from the general budget of the European Union for 2026</p> <p>Subject to the availability of appropriations for the respective financial years following the adoption of the relevant annual budget, or as provided for in the system of provisional twelfths</p>
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## MANAGEMENT AND IMPLEMENTATION

<b>13. Type of financing</b>	<p>Indirect Management with the African Union Commission</p> <p>Indirect management with a partnership of European Member State Agencies (Enabel for Belgium, AFD Group (AFD and Expertise) for France, GIZ for Germany and with EDUFI/FinCEED from Finland</p> <p>Indirect management with UNESCO</p>
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### 1.2 Summary of the Action

Teachers are the most important resource in education systems. They are central to all efforts to improve learning. There is consistent evidence showing the link between effective teaching and improved learning outcomes. Yet, many countries in Africa, particularly in sub-Saharan Africa, face persistent challenges in making teaching an attractive and intellectually fulfilling career, as well as identifying effective teaching practices and helping teachers to develop the knowledge and skills needed to support their students' learning.

Accelerating progress towards SDG 4 and transforming education is only possible when teachers are motivated, professionalized, trained, and supported, in all settings where they teach, including crises and conflict affected contexts, and at all levels of education, but most notably from early childhood education to lower secondary education. These are the foundational levels where the core literacy and numeracy competences are established, as well as the essential socio-emotional competences, that children and young people need in order to learn and succeed in school and later in their personal and professional lives. Additionally, Education for Sustainable Development (ESD) plays an increasingly important role in empowering future generations to take informed decisions and responsible actions for environmental integrity, economic viability and create a just society for present and future generations. When incorporated into teacher professional development, it increases teachers' competences to improve their learners' awareness, empathy and knowledge from an early age.

But having a motivated, qualified and effective teaching workforce requires investment and, above all, appropriate policies, efficient management systems, good working conditions, quality teacher education and support mechanisms that recognize the value of teaching and the capacity of teachers to teach and support transformation and innovation in education. There is also a need to better understand and address the specific constraints female teachers face in order to increase gender equality in the teaching profession. Moreover, integrating gender sensitive and responsive teaching practices within teacher education, is crucial to increase girls' opportunities to enter and stay in school thus contributing to more equitable education systems.

This Action aims at supporting continental, regional and national education stakeholders in the process of taking stock of what we know on effective teacher policies and practices, and in scanning the horizon for new initiatives that promote innovation, equity as well as digital and green transformation in teaching. This Action also aims at developing evidence-based models and resources that can best support teachers' learning and performance in changing environments. Building on national education and teacher reforms, the Action will promote regional integration and dialogue, and it will offer opportunities for cross-country collaboration, partnerships and peer learning amongst teaching stakeholders within the region and with Europe.

It will also help to identify or scale up innovative and effective solutions, promoting the use of digital technologies, to the following specific problems facing the teacher workforce in Africa: i) making teaching an attractive career; ii) improving teachers' status and working conditions; iii) strengthening policies, teacher recruitment, deployment and retention; (iv) increasing gender balance in the teaching profession; (v) ensuring teachers' qualifications and professional development needs, notably green and digital competences; as well as Education for Sustainable Development, and (vi) developing teacher support mechanisms at system and at school levels. A specific focus is also given to the situation of teachers in conflict and emergency contexts, and how to better support them.

To achieve these goals, the Action will create a **Regional Teacher Facility** to be implemented and managed by a consortia of four EU Member States (Belgium, France, Finland and Germany). This is based on the fact that these EU Member States have solid and extensive experience and expertise in implementing regional and country actions in teacher policy, teacher education and quality of teaching in Africa. They have the ability to tap into a large pool of European public expertise that can be made available to support the Action, and to engage with European teacher

education organisations for north-south partnerships. This Teacher Facility will offer different modalities of support: a) an innovation fund; b) a demand-driven technical assistance component and; c) a specific line of funding for joint research. Priority areas of the Teacher Facility will be on strengthening the teacher profession and teacher training capacity, as well as on improving the digital and green competences of teachers.

The Regional Teacher Facility will be made available for national governments, in particular ministries of education, teacher organisations such as teacher unions, teacher training institutions, faculties or universities of Education and other relevant regional, national or local education stakeholders, including civil society organisations. Support will be provided to these stakeholders so that they can develop and implement innovative and evidence based solutions to problems affecting the teaching profession; increase the quality and relevance of their activities; reinforce their networks of partners, and increase capacity to operate jointly at national and regional levels. Results will be re-usable, transferable, scalable and, where possible, be problem-based and multi-disciplinary. The use of digital technology and leveraging digital education is a priority given its power to go beyond borders and allowing for increased regional collaboration.

Additionally, the Action will support the **African Union Commission** in their efforts in promoting continental education integration through, for example, the development and implementation of continental frameworks for teacher development, as well as innovation and digital transformation in teaching. The Action will also engage and work with **UNESCO**, given its important role on teacher development globally and in Africa, and with the International Teacher Task Force.

Through its combined activities, this Action will ensure the coherence and continued relevance of policy work and teacher professional development and it will contribute to the improvement of quality of teaching in Africa.

## 2 RATIONALE

### 2.1 Context

This Action is aligned with EU's development and cooperation policy framework as laid out in the European Consensus on Development (2017) and its core objectives of poverty eradication and implementation of the Sustainable Development Goals (SDGs) of the UN 2030 Agenda. The Action contributes primarily to the achievement of SDG 4 (*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*), and in particular to target 4.c (*substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially in least developed countries and small-island developing States*). This Action also represents EU concrete response to the objectives set for the Transformation Education Summit to be held in September 2022, particularly under Action Track 3 (Teachers, teaching and the teaching profession); and the need to transform teaching and learning.

The EU Global Gateway, the new European global strategy, aims at enhancing education reforms across the world, and states the EU commitment to invest in quality education, including digital education, and in the inclusion of girls and women and vulnerable groups. Over the current multi-year programming period (2021-2027), the EU is focusing on strengthening national education systems to respond to the low levels of learning outcomes and the teaching deficit, a main education challenge exacerbated by COVID-19.

The EU Strategy for Africa - Joint Communication "Towards a comprehensive strategy with Africa", and Council Conclusions of 30 June 2020 - sets out key areas of the partnership. These include investing in people and supporting green and digital transitions. Inclusive and equitable quality education for all, with a particular focus on digitalization and education for sustainable development, and the specific role and contribution of more motivated and competent teachers, is integral to addressing these challenges. The Conclusions of the 6<sup>th</sup> 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 Gender Action-Plan 2021-2025 (GAP III) 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 Crises (2018) 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.

The Action is furthermore aligned with the comprehensive ten-year Continental Education Strategy for Africa (CESA 2016-25) adopted by the African Union Commission (AUC). CESA underlines that the improvement of quality of teaching is a main priority for the African continent and has as its number 1 strategic objective to revitalize the teaching profession to ensure quality and relevance at all levels of education. One of the 12 clusters created under the CESA is fully dedicated to Teacher Development and is co-led by UNESCO International Institute for Capacity Building in Africa (IICBA) and the African Federation of Regulatory Teacher Authorities (AFRTA). The D.O.T.S.S. Framework (Digital and electricity connectivity of all schools; Online learning; Teachers and caregivers as facilitators and motivators of learning; Safety online and offline; Skills focused learning), was adopted in 2019 by AU's Ministers of Education Science and Technology. Acknowledging the critical need to transform African education systems in response to the COVID-19 pandemic, the Framework's goal is to harness the capacity of ICTs to improve access, quality and management of education and training systems. It also recognizes the revitalization of the teaching profession as a key strategic objective as well as the importance of teacher-focused skills development programmes to support teachers' digital skills and competencies to better integrate digital skills development in education. The AUC also developed the AU Digital Education Strategy and Implementation Plan aimed at establishing a holistic framework for an integrated and transformative regional plan for the digitalisation of the education sector for the period 2023-2028. This Strategy will facilitate the achievement of CESA 2016-25's strategic objectives, is aligned with the D.O.T.S.S. framework and is underpinned by the Digital Transformation Strategy for Africa.

## 2.2 Problem Analysis

Teachers are one of the biggest investments in any education system. Evidence points consistently to the impact that effective and quality teaching has on improving learning outcomes. But teachers and teaching across the African continent are confronted with several adverse and constraining factors that undermine their ability to teach and to facilitate learning. These factors are broadly seen across the continent but the conditions and context in which they manifest vary from country to country.

- The **governance** of the teaching profession often lacks strategies and adequate funding by governments. Quality assurance mechanisms such as inspection also need to be strengthened notably to ensure that they are aligned and harmonised with reforms in curricula. In addition, governments have limited communication with civil society to discuss problems and identify possible solutions for teachers at different levels, including at community level.
- Teachers' **shortages** are a main constraint. These contribute to overcrowded classrooms and to teachers being overworked and demotivated; this in turn decreases the quality of teaching, especially to the most vulnerable children. In 2015, it was estimated that 69 million teachers were needed globally to meet SDG 4<sup>1</sup>. For sub-Saharan Africa it is currently estimated that 15 million teachers will be needed by 2030<sup>2</sup>. Across much of sub-Saharan Africa, teaching is not an attractive career choice; for many it is an option of lesser, if not last resort. Low pay, low social status, poor working environments and difficult living conditions in remote locations fail to attract high caliber entrants and to retain teachers. Many countries have struggled to supply the number of qualified teachers demanded by constantly rising enrolments, which has led to parallel systems of temporary/contract/community teachers.
- The challenges with **recruitment** are coupled with challenges in **deployment**. Teachers' deployment to schools remains inefficient with weak links to enrolment, resulting in widely varying pupil to teacher ratios (PTR). Furthermore, better teachers frequently gravitate to urban areas and within schools deployment

<sup>1</sup> Based on data by the UNESCO Institute of Statistics, to achieve universal basic education by 2030, the world education systems will require additional 24.4 and 44.4 million teachers respectively in primary and secondary. Sub-Saharan Africa and Southern Asia account for over 76% of the need for new teachers in developing countries. In Sub-Saharan Africa, 70% of countries for primary against 90% for secondary face serious teachers' shortages leading to the continent being home to the most overcrowded classes; hence the most overburdened teachers

<sup>2</sup> International Task Force on Teachers for Education 2030. 2021. Closing the gap: Ensuring there are enough qualified and supported teachers in sub-Saharan Africa. Paris: UNESCO. <https://teachertaskforce.org/knowledge-hub/closing-gap-ensuring-there-are-enough-qualified-and-supported-teachers-sub-saharan>

favours the higher grades, resulting in much higher PTR in the lower, foundational grades, as well as in rural and remote areas. This contributes to a dangerous mix of deficits in the critical early years of primary schooling where many children begin, and progressively continue, to fall behind, with ever increasing inequalities.

- **Teacher absenteeism** from both school and class persists in many countries, significantly reducing instructional time – and by implication learning. The World Bank Service Delivery Indicator (SDI) work in sub-Saharan Africa found that on average, almost a quarter of teachers were absent from school at the time of an unannounced visit. The poorest performers were Mozambique (45%), Madagascar (36%) and Uganda (27%). Furthermore, around half of teachers in Uganda and Tanzania were in school but not in class. In some cases, teachers may be in class but they are not actually teaching thus further reducing the time on task and hampering learning.
- Sub-Saharan Africa remains the region with the **lowest percentage of female teachers** in primary education, at just below 50%. In secondary education, 30% of teachers were female in 2018<sup>3</sup>. Within countries, shortages of female teachers are particularly acute in rural areas. This has important implications for girls' enrolment, since female teachers have a positive impact on girls entering and remaining in school.
- Countries need teachers with qualifications in order to provide education of high quality. However, in part due to the growth of enrolment in recent decades, a **high proportion of teachers are unqualified**. The pupil–trained teacher ratio has recently improved in primary education in sub-Saharan Africa, but it still remains high. On average, there is one trained teacher per 58 students at primary level. Higher pupil-trained teacher ratios result in reduced attention to individual learning needs and lower levels of quality education.
- **Continuous professional development** (CPD) for serving teachers tends to be ad hoc and piecemeal in nature, often dislocated from the classroom context and delivered in non-school settings. In most cases programmes are often delivered through a cascade approach which, despite wide criticism and weak evidence of success, still remains the delivery approach of choice in many countries. Furthermore, programmes tend to focus narrowly on a specific subject or pedagogical approach and lack follow-up training with school-level support. There is growing evidence of models for school based coaching and mentoring for more systematic and regular support to teachers, and there is also the potential to utilise digital technologies for teacher self-learning, teacher exchanges and peer learning.
- **Initial teacher education** (ITE) programmes are also failing to adequately prepare the new teachers for current classroom realities of large classes with pupils at widely varying learning levels, and they often offer a single, narrow “correct” approach and emphasise subject content over pedagogy. Teacher ethics are often missing from teacher education curricula. Practicum elements are also too often poorly managed, supervised and mentored.
- **School management and leadership** in sub-Saharan Africa is generally weak. School principals perform poorly in their management role, and they tend to focus more on administrative tasks rather than on instructional leadership. Promotion to school leadership positions is rarely merit-based, with length of service and political considerations being predominant determinants. There are few incentives or clear career pathways for senior teachers. Job descriptions focus more on administration and management rather than learning. Performance appraisal systems are largely “tick box” compliance processes and therefore ineffectual in recognizing and rewarding good performance or challenging poor performance. Principals rarely receive specific preparatory training for their leadership role, and subsequent opportunities for professional development, especially for women, tend to be ad hoc and not always linked to the priority of enabling learning.
- **Many classrooms lack the very basic resources** (blackboards, furniture, pencils and exercise books, teaching aids and visual materials). In many cases, materials remain in storage in schools and are not used in the classroom. Often a lack of textbooks results in a book to student ratio too small to be of practical

<sup>3</sup> Same source as in footnote 2.

use to teaching and learning. Classrooms themselves are frequently in poor condition, suffering from a lack of maintenance and the burden of over-crowding due to insufficient infrastructure. Such classrooms are not conducive places to work, contributing to teacher absence and demotivation. Beyond the classroom itself, many schools lack sufficient basic facilities including adequate water and sanitation, again impacting teachers' attitudes to school and their motivation. Lack of connectivity and digital devices in schools limits access to complementary digital learning resources for strengthened learner centred pedagogies and to facilitate teacher CPD.

- The application of ICT in education in sub-Saharan Africa has accelerated during the Covid-19 pandemic. However, use is constrained by the **digital divides** in terms of teachers' and learners' digital competences, access to devices, relevant digital learning resources and affordable broadband connectivity. Furthermore, the swift roll-out of educational technology for distance learning during lockdowns has often led to simply digitizing existing materials, rather than leveraging relevant and appropriate digital pedagogies to address specific barriers for improved learning outcomes and/or inclusive education. Digital learning has been rolled out with a major focus on students and delivering the existing curricula through digital technologies, rather than leveraging the potential of digital technologies for teacher continuous professional development, teacher exchanges and peer learning, and transforming education for the digital age.
- **Refugee and IDPs teachers** play a crucial role not just for the continuity of teaching and learning in crisis situations but also in providing vital psychosocial support to children in traumatic contexts. They are important for developing and maintaining the bridges between schools, parents and host communities. However, refugee teachers and community educators face enormous challenges including not being visible in national education planning, not having recognized qualifications, lacking systematized pathways to progressive certification and qualification. They are also often not recruited under the national education system, excluded from national teacher training initiatives, affected by low and irregular salaries, and limited access and knowledge related to the use of online and offline digital technology.

These challenges break down into two broad categories:

- those relating to the broader management and governance of the education system and the impact this has on teachers, their careers and working context (teacher policies, teacher professional norms and standards, teacher working conditions and remuneration, recruitment and deployment);
- and those relating to service delivery and the quality of teaching in schools and classrooms (teacher professional development, school leadership and management, quality assurance mechanisms).

Both aspects are primarily addressed by national policies and efforts. Nevertheless, evidence points to considerable similarity in the way teacher systems and policies are structured and managed and to a number of common challenges related to teacher professional development. This offers the potential for regional interventions such as the one proposed in this Action in order to promote exchanges and regional dialogue around shared problems and to create and disseminate evidence based policies and practices that can inform national policies on teachers and help improving quality of teaching. This Action will also support the efforts of regional integration through the development and implementation of common frameworks that ensure quality of teaching and facilitate mobility of teachers. The Action will also reinforce advocacy efforts for the investment in teachers and effective teaching models and practices.

Building on national education and teacher reforms, the Action will offer opportunities for cross-country collaboration, partnerships and peer learning amongst teaching stakeholders in the region and with Europe. It will also help to identify or scale up innovative and effective solutions, bringing the use of digital technologies upfront, to the following specific problems facing the teacher workforce in Africa: i) making teaching an attractive career; ii) improving teachers' status and working conditions; iii) strengthening policies, teacher recruitment, deployment and retention; (iv) increasing gender balance in the teaching profession; (v) ensuring teachers' qualifications and professional development needs, notably green and digital competences; as well as Education for Sustainable Development, and (vi) developing teacher support mechanisms at system and at school levels. There will be a specific focus on the situation of teachers in conflict and emergency contexts, and how to better support them, and to explore the potential for developing regional approaches that recognize these teacher qualifications across countries.



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

At continental/regional level, the main stakeholders are the following:

The **African Union Commission and its department of Education, Science, Technology and Innovation (ESTI)** works around policy, knowledge and advocacy on education. Supported by the EU, it has developed a Continental Teacher Qualifications Framework (CTQF) that seeks to establish benchmarks which can guide teacher preparation, continuous professional development and the overall regulatory framework of the teaching profession. The CTQF is not legally binding but has been endorsed by AU member countries. It now needs to be implemented through increasing alignment at country level. Recent AU education publications include guidelines on ICT. As part of the AU's work on Innovating Education in Africa, they use a challenge fund to fund a small number of relatively small scale innovation projects. More recently, they also organise an annual Expo to share knowledge about such projects. There is also an annual Teacher award to recognise and promote the work of teachers and the teaching profession.

The **Africa Federation of Teaching Regulatory Authorities (AFTRA)** is an intergovernmental continental umbrella organisation comprising the national agencies regulating teaching in 54 African countries. Inaugurated on October 12, 2010, it leads policy development and implementation for the professionalization of teaching in Africa. AFTRA is one of the co-leading partners of the AUC Teacher Development Cluster. Given that this Action will support the work of the AUC under the cluster, collaboration and joint work will be done together with AFTRA.

The **Association for the Development of Education in Africa (ADEA)** has a Secretariat comprised of African Ministers of Education and a broad network of policy-makers, educators and researchers. It acts as a forum for policy dialogue and exchange, and has a strong track record as a significant proponent of education-based reform. It includes organization around technical working groups / policy areas and the Triennale on Education and Training. ADEA is a credible organization, for which the EU has provided funding in the past. Although direct funding is not foreseen under this Action, synergies and coordination with the work developed by ADEA will be sought.

The **Regional Economic Communities (RECs)** are regional organisations of African states formed prior to the launch of the AU and have differing roles and structures. The purpose of the RECs is to facilitate regional economic integration between members of the individual regions and through the wider African Economic Community (AEC), which was established under the Abuja Treaty (1991). Some of the them have also take coordinating roles in social and educational matters although the focus has been more on higher education and VET.

The **UNESCO International Task Force on Teachers for Education 2030** is a global network of over 155 members (including countries, UN members and regional organizations, civil society organizations, the teaching profession and foundations) working to promote teachers and teaching issues. Its Secretariat is hosted by UNESCO at its headquarters in Paris. They have geographical regional working groups, one of them focusing on African countries.

**International and regional NGOs**, that have a strong presence across the region and a strong track record in running projects/interventions in teacher professional development, well-being, and working with school and local leaders, as well as in conflict affected areas delivering safe learning and quality education.

At the **national level**, major key stakeholders will be the Ministries of Education, and other Ministries responsible for public finances, public service commission, ICT, and deconcentrated and decentralised structures of these Ministries, as well as local authorities; Teacher Training Institutes and colleges, Higher Education Institutions, National Teacher Unions, Teachers' associations, Teachers themselves, School Principals, and Inspectors/Quality assurance officers.

**Civil Society Organisations (CSOs)** are engaged in education at many levels, from working with communities and parents on the right to education and school accountability to national advocacy or direct service delivery at community level.

### 3 DESCRIPTION OF THE ACTION

#### 3.1 Objectives and Expected Outputs

The **Overall Objective (Impact)** of this Action is to improve learning outcomes and the socio-emotional development of children in Africa, by having a more competent, motivated and inclusive teacher workforce in basic education.

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

1. Improve the governance, management, attractiveness and gender balance of the teaching profession, with a strong focus on increased digitalisation and innovation
2. Enhance the quality, relevance and effectiveness of initial and continuous teacher professional development, notably through digital education, peer-to-peer learning approaches and regional collaboration

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

***Contributing to Outcome 1 (or Specific Objective 1):***

Output 1.1: strengthened capacity to improve teacher's working conditions and status at regional and national levels

Output 1.2: improved capacity to design, implement and monitor teacher policies and professional teaching norms and standards at regional and national levels

Output 1.3: strengthened systems for inclusive recruitment and equitable deployment of teachers

Output 1.4: improved regional and national research capacity and evidence-based practices in teacher governance, management, attractiveness and gender balance

***Contributing to Outcome 2 (or Specific Objective 2):***

Output 2.1: strengthened regional and national capacity to deliver innovative, practical, gender inclusive and quality initial and continuous teacher professional development programmes

Output 2.2: improved teacher, teacher trainer and school managers digital and green competences

Output 2.3: enhanced training programmes for teachers, school managers and education sector staff, in fragile and crisis affected environments

Output 2.4: supported teacher's communities of practice/exchange platforms that enable peer-to-peer learning and exchange of open learning resources

Output 2.5: improved regional and national research capacity and evidence-based practices in teacher professional development and teaching quality

#### 3.2 Indicative Activities

This Action will have activities implemented at continental, regional and national levels (single country or multi-country interventions).

The Action will include the following activities - this list is non-exhaustive and additional activities can be implemented that are consistent and coherent with the delivery of the established outcomes; some activities will contribute to achieving more than one output so they are grouped as follows:

Activities relating to Outputs 1.1 to 1.4:

- Supporting the alignment of countries with the implementation of the African Continental Teacher Qualifications Framework;
- Supporting the development of a continental digital competency framework for teachers and supporting countries' alignment with it;
- Reinforcing the scope and sustainability of the annual Teacher award granted by the AUC that recognises and distinguishes the work of teachers;
- Advocacy and knowledge sharing activities: at various high-level and technical levels; through AUC, RECs and UNESCO existing regional platforms and through the Regional Teacher Facility.  
Topics for advocacy and awareness raising are the following (non-exhaustive): the importance of increasing domestic financing for the recruitment of teachers, improving teacher working conditions and remuneration, addressing gender inequalities in the teacher profession; raising the importance of incorporating Education for Sustainable Development in the curricula.
- Developing tools, guidelines and other resources to support the development and review of national and regional teacher policies and strategies;
- Developing open innovative knowledge products;
- Supporting the identification and/or scaling up of effective and innovative national solutions and developing/testing regional approaches and partnerships in the following areas (list is only indicative):
  - improving the reputation of the teaching profession and teachers' working conditions;
  - developing approaches for the improvement of the attractiveness of the teacher profession and the value of teachers, including through civil society;
  - strengthening the role of teachers' unions or teachers' representative associations and the social dialogue around teachers matters;
  - adopting, contextualising and operationalising existing or new teacher policies, regional frameworks, norms, standards and other tools in order to further professionalise the teaching force;
  - developing teacher recruitment and retention strategies, including improving teacher deployment systems; supporting functional teaching and non-teaching personnel management information system, linked wherever feasible to the national education management information system;
  - addressing and responding to the existence of contract, temporary and community teachers;
  - developing coherent quality assurance mechanisms for teachers;
  - improving the integration of digitally led solutions in teacher governance and management;
  - addressing the specific barriers or constraints women face to enter, retain and progress as teachers or in education administration and management positions;
- Conducting research in the field of education governance and management and its impact on teachers, including reputation of the teaching profession and working conditions, as well as gender equality issues in the teaching profession;
- Regional exchanges and disseminating of findings so that the evidence produced can inform policy formulation and programme design and implementation.

Activities relating to Outputs 2.1 to 2.6:

- Supporting the identification and/or scaling up of effective and innovative national solutions and developing/testing regional approaches and partnerships in the following areas (list is only indicative):
  - developing and implementing new models of pre-service teacher training and upgrading teacher-training institutions/providers of initial teacher training programmes in basic education. Interventions should ensure practicum components are integrated so that teachers are well equipped to perform effectively in the classroom. Digital and green competences should be promoted. Focus will be given to promoting teaching methods that are inclusive of all learners and that are gender sensitive and responsive;
  - developing and implementing teacher continuous professional development programmes in basic education. Interventions should prioritise school-based CPD that is supportive of teachers' classroom

activities, innovative pedagogies and include the assessment of students learning. Focus can be given to emerging topics including early childhood education, STEM, Education for Sustainable Development, pedagogical leadership or inclusive education.

- Developing teacher professional development programmes that improve green and digital skills of teachers and teachers' trainers with the objective of allowing them to better exploit digital resources and incorporate them into their teaching, engage confidently in blended approaches to teaching and learning, and use them for their own continuous professional development.
- Developing teacher professional development programmes and support mechanisms for teachers and school leadership, in fragile and crisis affected environments. Provision of psycho-social support and other actions oriented to teacher and children's psycho-social well-being should be included.
- Capacity building activities through partnerships between Teacher Training Institutions/Universities in Europe and in Africa, or within Africa;
- Supporting teacher communities of practice/exchange platforms that enable peer-to-peer learning and exchange of open learning resources;
- Conducting research in the following areas (non-exhaustive): pedagogy and training, effective training modalities and practices to support teachers on task; early childhood education, Education for Sustainable Development, STEM, digital and green skills, pedagogical leadership and inclusive education.
- Regional exchanges and peer learning activities to disseminate and allow that the evidence produced can inform the work and practices of relevant stakeholders.

Activities will be implemented by the Regional Teacher Facility, by the African Union Commission and by UNESCO.

The Regional Teacher Facility will be implemented and managed by a consortia of EUMS agencies (GIZ, AFD Group, ENABEL and EDUFI/FinCEED). It will offer support through different modalities:

- a) an innovation fund - to be implemented through competitive call for proposals;
- b) a demand-driven technical assistance component – to be used mainly by national governments (ministries) and public entities/institutes relevant to teachers or representing teachers' interests;
- c) a specific line of funding for joint research and capacity building of research institutions – besides conducting research, aim here is to also promote regional partnerships between relevant education stakeholders researching and building evidence around the teaching profession and quality of teaching within Africa and between Africa and Europe.

The priority areas of the Teacher Facility will be on strengthening the teacher profession and the teacher training capacity, as well as the green and digital competences of teachers.

In order to better arrange the activities under the regional Teacher Facility, an initial six-month inception phase will take place at the outset of this Action. This will allow to define the planning of the launch of the call for proposals and their precise scope and eligibility. It will also allow to operationalising the demand-driven technical assistance component and the joint research line of funding.

The demand-driven technical assistance component of the Regional Teacher Facility will target sub-Saharan countries only. Requests will be selected based on the following criteria:

- i. Priority will be given to sub-Saharan countries where the EU and the EU Member States have established bilateral education programmes and on-going policy dialogue and cooperation.
- ii. Equity should inform the selection of requests to ensure that national authorities with limited and lesser capacities in least and less developed countries can also benefit from the Facility.
- iii. Support will need to be complementary to on-going national programmes and other development partners' support, notably the Compact processes developed by GPE where they exist.
- iv. Support will need to be embedded in broader long-term education and teachers' reforms of the countries where they take place.
- v. Coordination with local education groups (LEGs) or with other for a/platforms established for coordination and oversight in the education sector needs to be ensured.
- vi. Requests need to be relevant, feasible and realistic.
- vii. Preference will be given to initiatives strengthening the local, national and regional institutional capacities, in order to safeguard long-term sustainability of results.

Once the inception phase is finalised and based on its findings, the Action's baselines and targets will also be updated.

EU Delegations, along with EUMS country offices, will have a crucial role in raising awareness and disseminating information on the Regional Teacher Facility. Their support will be sought for the formulation of technical assistance demand-driven requests, for monitoring the actions implemented through the Facility and ensuring coherence with national teachers' reforms and education systems strengthening.

This Action will also support financially and with technical assistance the Department of Education, Science, Technology and Innovation of the African Union Commission to strengthen the implementation of their mandate and planned work plan on promoting teaching quality and supporting teachers in the region. This includes (but is not restricted to): supporting the alignment of countries with the implementation of the Continental Teacher Qualifications Framework; supporting the development of a continental digital competency framework for teachers and countries' alignment with it; funding of small-scale innovation projects; reinforcing the scope and sustainability of the annual Teacher award that recognises and distinguishes the work of teachers.

This Action will furthermore support UNESCO in their work of researching and producing resources and tools on teacher careers, teachers policies, teacher professional norms and standards, teachers involvement and motivation and digital tools for teachers management. UNESCO also has established relationships with Education Ministries and other key institutions across the continent including universities and teacher-training institutions and can ensure coherence and consistency between regional and national efforts. The Action will support regional coordination and advocacy efforts by strengthening and contributing to the existing continental and sub-regional dialogue supported by UNESCO and the International Teacher Task Force (ITTF). The ITTF will also benefit from the Action as it offers a strong platform for policy advocacy, knowledge dissemination and regional sharing. It will also be an additional platform for sharing and disseminating the research and lessons learnt around innovative and promising practices and/or approaches funded under the Regional Teacher Facility.

### 3.3 Mainstreaming

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

One of the focus areas of the regional collaboration around strengthening the initial and in-service teacher education in partner countries will be on supporting the dimension and application of Education for Sustainable Development, enhancing green competences among teacher educators, teacher training students as well as the acting teacher workforce.

**Outcomes of the SEA screening** N/A

**Outcomes of the EIA (Environmental Impact Assessment) screening** N/A

**Outcome of the CRA (Climate Risk Assessment) screening** N/A

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

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. There will be a strong focus to address gender disparities and improve gender equality. The EU will ensure that all supported activities under this Action are inclusive and gender sensitive with the goal of improving gender equity in education and gender balance in the teaching profession. It will be required that a gender dimension and analysis is included in teacher policy interventions, particularly relating to strategies on the recruitment and deployment of teachers, with specific attention to female teachers, and on the pre-service and in-service training actions. Key topics such as gender-sensitive science, technology, engineering and mathematics (STEM) will be developed and introduced to support teachers to develop gender-sensitive STEM pedagogies and avoid gender bias.

#### **Human Rights**

Quality education is a fundamental human right and one of society's great equalizers, a prerequisite for young people to be equipped to exercise their voice and contribute to society. Quality education is key in helping tackling today's most pressing global challenges, in eradicating poverty and in contributing to the achievement of all the

Sustainable Development Goals (SDGs). By investing in teachers' policies and management systems, as well as in teachers' professional development and better teaching and learning resources, the Action is contributing to improved well-being and performance of teachers and improved quality of education to children from early childhood education to lower secondary level.

The Action embodies a human rights based approach working both with right holders and duty bearers in education. It is in line with the United Nations Convention on the Rights of the Child. All pedagogical approaches and interventions within teacher development programmes are child-centred.

Gender-based violence remains a serious problem and has been on the rise in the COVID-19 context. In addition, there have been reports of increased child marriages as a coping mechanism in several African countries. The Action will address some of these issues through including modules of training in gender sensitive education and managing conflict and safe learning environments. Provision of psycho-social support and other actions oriented to teacher and children's psycho-social wellbeing will also be part of the Action.

#### **Disability**

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that there will be support to the implementation of inclusive education notably through the provision of teacher training for inclusive education. The aim is to sensitize and capacitate teachers so that they are able to better support children with disabilities and special educational needs in the mainstream educational system, in order to ensure the right to education for this vulnerable and traditionally excluded group.

#### **Democracy**

The Action will be focusing on teacher governance aspects and it will encourage the integration of participatory approaches in order to ensure that teachers and their representative organisations have a say in decision-making processes that affect them. Teachers' representative organisations such as teachers' unions and others may be beneficiaries of the activities funded by this Action.

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

The Action will have a specific component directly addressing issues related to conflict. Some of the activities will be targeting fragile and conflict affected environments. When defining the interventions, the security situation and the related tensions in the countries/regions of intervention will be assessed, and there will be flexibility and adaptation to rapidly changing dynamics in the implementation approach. In addition, by including the prevention of violent extremism through education as a training module for teachers, it is expected that educators will be empowered to apply related pedagogies in their teaching practices that prevent and manage conflict and promote peace. Selected implementing partners under the call for proposals will need to adopt a conflict sensitive approach and take into account the International Network for Education in Emergencies (INEE) Standards for Conflict Sensitive Education with the purpose of reducing conflict and doing no harm.

#### **Disaster Risk Reduction**

The action will also contribute to increasing teachers' capacity to deal with the impact of climate change by integrating teaching modules on climate change education.

#### **Other considerations if relevant**

N/A

### **3.4 Risks and Lessons Learnt**

<b>Category</b>	<b>Risks</b>	<b>Likelihood (High/ Medium/ Low)</b>	<b>Impact (High/ Medium/ Low)</b>	<b>Mitigating measures</b>

Planning, processes and systems	Political shifts limit the effectiveness and sustainability of ongoing change processes	<b>High</b>		The interventions need to assure local ownership, and be sensitive to the political contexts in which they operate.
Planning, processes and systems	Demand for the Teacher Facility is greater than the resources available	<b>Medium</b>		Selection of actions based on pre-defined equity criteria and prioritization of countries where the EU and EU MS have on-going education partnerships and coordination with on-going support programmes. Inception phase foreseen.
Planning, processes and systems	Difficulty in articulating coherently the activities of the different channels of support	<b>Medium</b>		The Action will set up a governance structure involving all implementing partners to coordinate, steer and ensure coherence towards results of the programme.
Communication and Information	Weak co-ordination between development partners working on teacher policies and teacher professional development in the selected countries that will benefit from the programme which can result in duplication of efforts	<b>Medium</b>		The Action will focus on effective coordination with key players such as regional and national education authorities, Local Education Groups, national research centres and universities, the global Education Cluster, INEE, UN agencies and other development partners.
External Environment	Political instability – risk of political coup and non-democratic changes; as well as worsening insecurity due to on-going armed conflict and/or other insurgencies. Health crisis (such as Covid-19), and other natural disaster as floods or storms may affect the implementation of activities	<b>High</b>		Robust monitoring of the situation so that decisions may be taken swiftly in view of any changes. Support provided by EU Delegations where country conflict analysis have been made and mitigation measures have been foreseen. The interventions in conflict and emergency contexts are designed to be flexible enough to react to rapidly shifting country contexts. Mitigation measures plans can be requested to implementing partners.

#### **Lessons Learnt:**

The past decade has seen enormous growth in the number and variety of programmes in support of teachers. Programmes supported by the international community include support to teacher recruitment and deployment, those that seek to improve initial teacher training and qualifications, those that target the development of strategies and professional norms around teaching and teacher management, and a range of programmes designed to provide ongoing professional support to teachers, including new models of school leadership and teacher collaboration. An increasing number of such programmes have targeted teachers in low-resource environments, including those working outside of government payrolls (such as the “volunteer” or parent-recruited teachers).

Despite considerable international effort, gaps and deficiencies remain. In broad terms, there has been a far greater concentration on in-service training aimed at improving the knowledge and skills of serving teachers, at the neglect of pre-service or initial teacher training. The pipeline of new teachers coming through ITE institutions is not meeting the

challenges of current classrooms. The focus has also been very heavily on the primary level, creating gaps in both early childhood education – an increasing priority for many countries – as well as secondary, particularly in STEM subjects. Disparities in learning outcomes mirror disparities in workforce development and deployment with remoter rural schools often unable to attract sufficient, more able teachers. Programmes targeting teacher quality are very often ‘pilots’ operating at a sub-national level with the ultimate aim of going to scale once a proof of concept has been established, and further resources found. Whilst such programmes generally target areas or groups of greatest need, and thus can improve equity, rarely do they become national policy and operate at national scale. To be successful, teachers’ initiatives need to be anchored in education systems that value learning and innovations and are supported by high level decision makers as well as by the decentralised structures that are largely responsible for service delivery, including schools.

The **EU** has a track record of support to teacher reforms in Sub-Saharan Africa, both in terms of system level management and teacher quality in schools. This has been implemented through a mix of projects and budget support, though in this region there have been fewer budget support programmes. Overall, EU-supported programmes appear to have contributed to improved delivery of inputs to support teaching and learning processes. Improvements are typically measured through indicators such as changes in student-textbook ratios, teacher-pupil ratios and the introduction of improved assessment systems.

**Belgium** has two programmes in Burundi addressing teacher quality. It also provides technical assistance and financial support to the Ugandan government to improve the training of secondary teachers in National Teachers’ Colleges, focusing both on infrastructure and institutional development. All programmes include important digital components, focusing on blended training modalities as well as the use of innovative technologies during in-classroom education. The RESICODI, implemented by Enabel and GIZ, is supported by the EU as a COVID resilience programme. For Enabel specifically, part of the programme is focussing on improving teacher digital skills in TVET in Burundi, DR Congo and Rwanda.

**Finland** provides support in Ethiopia, Kenya, Somalia and Mozambique. The focus is on improving learning outcomes through support to teacher training, as well as to capacity building of Higher Education Institutions, including the development of digital platforms. In Mozambique, Finland has been contributing FASE Pooled Fund (Fundo de Apoio ao Sector da Educação) since 2003, which was founded by donors and Mozambique’s Ministry of Education to support education from pre-primary level to general upper secondary education and adult education and training, including teacher training. In Somalia, University of Helsinki supports Somali National University to improve the teacher education and develop the teacher curriculum in Somalia. In Kenya, Training Trainers for Teacher Education and Management in Kenya (TOTEMK) project is implemented by the University of Helsinki to strengthen the capacity of Teacher Education and institutional management, and to provide the labour market with more teachers that are competent in applying CBC at different levels of the educational sector in Kenya.

**France’s** strategy for cooperation in education focusses on teacher training for gender equality, and improved quality of primary teaching. There is a strong focus on the French language in Francophone Africa. One of France’s flagship programmes is “APPRENDRE” which focuses on teacher professionalization. The core objective is to implement strategies to support teachers and quality of learning (namely through teacher training and evaluation) in 26 countries. France also finances a new initiative, in partnership with FAWA (Forum of African Women Educationalists), to support female teachers in 10 countries in Africa, to strengthen women educationalists networks, and develop competences of female teachers in areas such as leadership, STEM, gender-transformative education.

**Germany** has been supporting teachers at basic education and TVET levels. For example, in Mozambique, under the Basic and Vocational Education and Training (Pro-Educação) Programme (2019-2022), the use of information and communication technologies is promoted in teacher training as well as existing training courses, and educators are trained to use these technologies in lessons. The programme also works closely with the school councils to reduce absences of teachers and head teachers. In Malawi, GIZ’s Basic education programme (BEP) (2018 – 2022) contributes to improvements in the management and quality of primary teacher education on multiple levels, both, working closely to the respective Ministry departments in Lilongwe, its implementing agencies as well as decentralised at the eight public Teacher Training Colleges (TTCs) nationwide. To achieve the objective, support is provided to monitor and evaluate teacher education and strengthen capacities. Through the regional BACKUP Education Fund,



teacher governance has been supported, e.g. in Côte d'Ivoire (2016 – 2017) and Togo (2018 – 2019), where the implementation of nation-wide school mapping processes included the reallocation of teachers based on the identified needs of the schools.

EU and EU MS are committed to do more on teachers to ensure SDG4 becomes a reality, not only at country level but also at regional level. There is justification for this regional intervention focused on teachers, given the severity of the teaching crisis and the need for better understanding and collaboration that will accelerate progress on quality of teaching. There are opportunities to link the intervention to EU initiatives for teachers from the European Education Area. Technology has also an important part to play in a regional programme and as part of the EU's commitment to digitalisation in education.

### 3.4 The Intervention Logic

Teachers and teaching are at the centre of any education system. Teaching quality is critical in promoting children's learning outcomes, supporting their socio-emotional development, and empowering them to cope with societal change, including green and digital transitions. Globally, the teaching profession is facing rapidly changing demands which require new, broader and more sophisticated competences. At the same time, teachers especially those in Africa, are faced with numerous constraints to gaining the knowledge and competences to help their students learn and thrive in tomorrow's world. These problems as explained above range from low motivation, low social esteem, poor training, limited or lack of professional development opportunities, inequitable deployment, limited incentives, and unfavourable terms and conditions of service. Many teachers have limited subject knowledge and limited teaching skills. In addition, they have low time on task, experience ineffectual or an absence of instructional leadership and support.

National governments and regional education stakeholders in Africa are working towards making teaching an attractive and intellectually fulfilling career, as well as identifying effective teaching practices and helping teachers in their education systems to develop the knowledge and skills needed to support students' learning, especially in the early years where lifelong learning foundations are established. Through this Action, the EU will contribute to both regional and national efforts to develop a more competent, motivated and empowered teacher workforce in early childhood education to lower secondary education, that can enable improved learning outcomes and the socio-emotional development of children in Africa.

The Action has two main specific objectives/outcomes: to improve governance, management, attractiveness and gender balance for the teaching profession (**outcome 1**); and to enhance quality, relevance and effectiveness of initial teacher training and continuous professional development (**outcome 2**). The overall assumption is that improvements in these two areas are mutually reinforcing and will lead to greater efficiency and effectiveness of the teaching profession, resulting in higher levels of learning by pupils.

The intervention logic of the Action is based on five basic assumptions:

**A regional programme will add value to national efforts.** Ultimately, all of these challenges have to be resolved at national level through the actions of national governments. However, effective regional interventions can promote and support national reform through improved knowledge sharing, stimulating and disseminating innovation, collective capacity building and shared research. Stronger regional institutions add value to national reforms aimed at strengthening the wider governance environment in which teachers operate and support programmes that raise their knowledge and skills.

A regional approach creates opportunities for collaboration across countries in the search for effective practices and the development of common tools and materials. The Action is built on an underlying rationale of problem sharing for problem solving. The Action will support regional advocacy efforts on investing in and supporting teachers. It will avoid creating additional and new platforms for dialogue and advocacy but rather it will work to strengthen and contribute to existing regional dialogue being conducted by the AUC and the RECs, and supported by relevant partners such as UNESCO and the International Teacher Task Force (ITTF).

Direct support, coupled with technical assistance will be provided to the Department of Education, Science, Technology and Innovation at the AUC. The aim is to strengthen their mandate to coordinate and promote better teacher status and conditions of work, as well as advocating for the alignment at country level with the Continental Teacher Qualification Framework and the Continental Guidelines for Teachers. Working with the AUC offers the opportunity to foster South-South collaboration and to enhance regional ownership by developing common regional frameworks.

**Well executed, relevant and regionally-led research can provide evidence that can drive change.** Regional collaboration that shares effective practice will be an important approach, allowing countries that face particular challenges to learn from, adopt and adapt examples of successful practice. The Action will strengthen the regional capacity to conduct research and produce evidence on education systems and its impact on teachers by fostering partnerships of universities and research institutes within Africa and between Africa and Europe. The evidence produced will support national authorities when designing, revising and adopting their national policies and systems.

The ITTF offers a strong platform for policy advocacy, knowledge dissemination and regional sharing. It will also be an additional platform for the research, the sharing of lessons learnt around innovative and promising practices and/or approaches funded/supported under the Regional Teacher Facility.

**Promoting innovation, particularly through the adoption of digital solutions, can accelerate progress.** The Action will promote innovative and digitally-led solutions to persistent problems that can be tested to show their potential for going to greater scale where appropriate. It will create an Innovation Fund to provide grants through competitive calls for proposals, open to regional/ national/local education stakeholders. In addition, technical assistance will be available on a demand driven basis to support the integration of innovations into the longer term teachers' reform agenda of the recipient countries. These resources will be provided through the Teacher Facility. The Action offers potential for partnerships across African Teacher Training Institutions (TTI), as well as between European Higher Education Institutions and African TTIs.

Digital transformation has the potential to address specific education system management and governance issues related to teachers (e.g. addressing teacher absenteeism by registering their presence digitally, GIS-based EMIS systems to support teacher deployment, etc). It also has the potential to facilitate teachers' creative engagement with curricula and digital pedagogies, and enable both initial and continuous professional development for teachers. Digital competences are essential to ensure that all teachers, and their learners, are empowered in the digital age. Increasing digital skills of teacher trainers and teachers themselves can potentially also increase access to education for learners in vulnerable positions, such as children with a variety of disabilities, those in distant rural areas, and in conflict or emergency contexts.

**The EU offers major opportunities for sharing experiences through its own regional initiatives and the collective experience of its Member States in supporting teacher reforms.** The Action will draw from the experience gathered in coordinating and promoting teachers reforms within the European Education Area, and the comprehensive European Digital Competency Framework. The latter provides a general reference frame to support the development of educator-specific digital competences, including safety, information and data literacy. The SELFIE tool (Self-reflection on Effective Learning by fostering the use of Innovative Educational technologies) will also be promoted by this Action. It is an easy-to-use, customisable tool to help schools assess where they stand with learning in the digital age. SELFIE for TEACHERS is another online tool to help teachers to review and get feedback on how they are currently using digital tools and technologies in their work. Both tools have a strong basis in research and were developed based on the European Commission framework on promoting digital-age learning in educational organisation which can be adapted for use outside of the European context.

The Teacher facility will be supported by participating EU Member States, who bring a diverse range of skills, experience and technical expertise as well as significant geographical coverage through their own bilateral programmes with specific countries.

Despite its regional nature, this Action will not address issues related to harmonisation of teachers' qualifications, accreditation issues, and teachers' mobility since there are other complementary EU regional programmes covering

these areas (the second phase of the ACQF programme is included in the AAP 2022 of the SSA Regional MIP as a component of the Youth Mobility flagship).

The Action is in full complementarity with the EU-funded AfricaConnect project, which not only supports the establishment of high-speed digital connectivity networks to interconnect higher education institutions and research centers across Africa, but also the deployment of a wide range of services that R&E communities can use to seamlessly access a wealth of invaluable education and research resources, including for e-learning, all ultimately allowing for further cooperation opportunities for researchers and students, within Africa and between Africa and Europe. African National Research and Education Networks (NRENs) and Regional Research and Education Networks (RRENs) are drivers of these efforts, supporting research and education institutions in their digital transformation.

**The Action will further promote inclusion and support teachers in crisis contexts.** Across all interventions the Action will support the adoption of more inclusive and gender-responsive practices. Improved and more gender-responsive teacher education has a direct impact on learning outcomes for boys and girls at pre-primary, primary and lower secondary education levels. Equally, gender and disability sensitive practices will be integrated into areas such as recruitment, deployment and career progression. Specific attention will also be given to supporting teachers in crisis contexts and fragile environments. Crises invariably transcend national boundaries and present common challenges, requiring trans-national and regional solutions. Support is foreseen for the design and implementation of actions related to professional development and qualifications of teachers in crisis situations, and for exploring the potential of presenting effective regional approaches for the recognition of teachers' qualifications in these contexts.

### 3.5 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 (a): Main expected results (maximum 10)	Indicators (a): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	Improve learning outcomes and the socio-emotional development of children in Africa, by having a more competent, motivated and inclusive teacher workforce in basic education	Proportion of children and young people (a) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, disaggregated by sex and by target country (SDG 4.1.1)  Pupil-Trained Teacher Ratio in: (a) pre-primary education; (b) primary education and (c) lower secondary education, disaggregated by sex and by target country	To be determined during the Inception phase of the Programme	To be determined during the Inception phase of the Programme	UNESCO Institute of Statistics  Programme evaluation and Governments sources	<i>Not applicable</i>
Outcome 1	Improve the governance, management, attractiveness and gender balance of the teaching profession, through increased digitalisation and innovation	1.1 # of countries implementing actions that comply with the Continental Teacher Qualification Framework 1.2 # of target countries with new or reviewed teachers policies being implemented 1.3 Number of digital teacher management tools adopted and being implemented, disaggregated by target country 1.4 Proportion of women in teaching profession and management, disaggregated by target country	To be determined during the Inception phase of the Programme	To be determined during the Inception phase of the Programme	UNESCO Institute of Statistics  Programme evaluation ; Governments sources; AUC reports	Commitment from national governments, education and finance ministries to support teacher reforms and implementation of teacher policies and systems  Cooperation from teachers in the development of policies
Outcome 2	Enhance the quality, relevance and effectiveness of initial and continuous teacher professional development, through digital education, peer-to-peer learning approaches and regional collaboration	2.1 # of target countries having new or reviewed initial or continuous professional development programmes to integrate innovative pedagogical practices and practical components  2.2 # of target countries having new or reviewed or upgraded initial or continuous professional development programmes to integrate digital competences  2.3 # of target countries having new or reviewed or upgraded initial or continuous professional development programmes to integrate green competences	To be determined during the Inception phase of the Programme	To be determined during the Inception phase of the Programme	Programme evaluation and Governments sources	Teachers Training Institutes have the commitment and resources to put into practice these new or reviewed training programmes
Output 1 relating to Outcome 1	1.1: strengthened capacity to improve teacher's working conditions and status at regional and national levels	1.1.1 # of interventions supported by the Action addressing working conditions and attractiveness of teacher profession, at regional and national levels (disaggregated by target country)  1.1.2 # of interventions supported by the Action where teacher unions or civil society organisations challenge and	1.1.1 0	To be determined during the Inception phase of the Programme	Programme reports and evaluation	Commitment from national and regional stakeholders to attract and retain teachers.

		change teacher social status, at regional and national levels (disaggregated by target country)	1.1.2 0			Teacher unions as organisations representing teachers' collective voice can influence teacher status. Civil society organisations can lead community based interventions.  Stakeholders interest to access and use the Teacher Facility
<b>Output 2 relating to Outcome 1</b>	1.2: improved capacity to design, implement and monitor teacher policies and professional teaching norms and standards at regional and national levels	1.2.1 # of target countries supported by the Action to adopt or review teacher policies  1.2.2 # of target countries supported by the Action to adopt or review teacher professional teaching norms and standards  1.2.3 # of tools and open source resources developed by the Action for the development of teachers policies and teacher professional norms and standards  1.2.4 # of digitally led solutions developed by the Action in teacher governance and management  1.2.5 continental digital competency framework for teachers developed	1.2.1 0  1.2.2 0  1.2.3 0  1.2.4 0  1.2.5 0	To be determined during the Inception phase of the Programme    1.2.5 1 Framework	Programme reports and evaluation and AUC reports	Commitment from national governments, and interest to use the Teacher Facility and commitment from AUC to develop the digital competency continental framework as part of their AU Digital Education Strategy and Implementation Plan for the period 2023-2028
<b>Output 3 relating to Outcome 1</b>	1.3: strengthened systems for inclusive recruitment and equitable deployment of teachers	1.3.1 # of target countries whose capacity for inclusive recruitment and equitable deployment of teachers was strengthened  1.3.2 # of tools developed or strengthened for managing teacher deployment using ICT, disaggregated by target country	1.3.1 0    1.3.2 0	To be determined during the Inception phase of the Programme	Programme reports and evaluation	Commitment from national governments to improve inclusive and equitable recruitment and deployment of teachers. Interest and use of the Teacher Facility

<b>Output 4</b> <b>relating to Outcome 1</b>	1.4: improved regional and national research capacity and evidence-based practices in teacher governance, management, attractiveness and gender balance	1.4.1 Number of research reports and impact studies for policy influencing and dialogue at national, regional and global level	1.4.1 0	To be determined during the Inception phase of the Programme	Programme reports and evaluation. UNESCO and AUC reports.	
		1.4.2 Number of European and African research partnerships	1.4.2 0			
		1.4.3 Number of dissemination events and exchanges to share the evidence produced	1.4.3 0			
<b>Output 1</b> <b>relating to Outcome 2</b>	2.1: strengthened regional and national capacity to deliver innovative, practical, gender inclusive and quality initial and continuous teacher professional development programmes	2.1.1 # of initial and continuous teacher training programmes developed or reviewed by the Action that integrate innovative pedagogical practices and practical components		To be determined during the Inception phase of the Programme	Programme reports and evaluation	Teacher training institutions cooperate fully. Partnerships are established between TTIs within Africa and between Africa and Europe
		2.1.2 # of initial and continuous teacher training programmes developed or reviewed by the Action that integrate digital competences	2.1.1 0			
		2.1.3 # of initial and continuous teacher training programmes developed or reviewed by the Action that integrate green competences	2.1.2 0			
		2.1.2 # of teacher training institutions whose capacity was strengthened by the Action	2.1.3 0			
		2.1.3 # of regional partnerships between European and African Teacher Training Institutions established by the Action	2.1.4 0			
<b>Output 2</b> <b>relating to Outcome 2</b>	2.2: improved teacher, teacher trainer and school managers digital and green competences	2.2.1 # of teachers, teacher trainers and school managers trained in digital competences by the Action, disaggregated by target country and by sex	2.2.1 0	To be determined during the Inception phase of the Programme	Training records provided by the actions supported under the Teacher Facility	National stakeholders' recognition of the importance of these teachers' competences to tackle the digital and green transitions.
		2.2.2 # of teachers, teacher trainers and school managers trained in green competences by the Action, disaggregated by target country and by sex	2.2.2 0			
<b>Output 3</b> <b>relating to Outcome 2</b>	2.3: enhanced training programmes for teachers, school managers and education	2.3.1 % of teachers, benefiting from the Action, using gender and conflict sensitive methodologies in the classroom focused on learning outcomes, disaggregated by sex and by target country	2.3.1 0	To be determined in each of the grants awarded for these purposes	Reports from grant beneficiaries	Relevant Stakeholders are aware and apply to the call for proposals launched by the Teacher Facility
			2.3.2 0			

	sector staff, in fragile and crisis affected environments	2.3.2 # of teachers, school managers and education sector staff trained by the Action in psycho-social support, disaggregated by sex and by target country				
<b>Output 4</b> <b>relating to Outcome 2</b>	2.4: supported teacher's communities of practice/exchange platforms that enable peer-to-peer learning and exchange of open learning resources	2.4.1 Number of communities of practice and exchange platforms established or supported by the Action, at regional level, and national level (disaggregated by target country)	2.4.1 0	To be determined during the Inception phase of the Programme	Programme reports and evaluation and numbers of registered users of communities of practice  UNESCO report.	Teachers interest and willingness to use and sustain these communities of practice and peer learning
<b>Output 5</b> <b>relating to Outcome 2</b>	2.5: improved regional and national research capacity and evidence-based practices to teacher professional development and teaching quality	2.5.1 Number of research reports and impact studies for design and implementation of teacher education  2.5.2 Number of European and African research partnerships  2.5.3 Number of of dissemination events and exchanges to share the evidence produced	1.5.1 0  1.5.2 0  1.5.3 0	To be determined during the Inception phase of the Programme	Programme reports, and evaluation.  UNESCO and AUC reports	



## 4 IMPLEMENTATION ARRANGEMENTS

### 4.1 Financing Agreement

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

### 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 96 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

### 4.3 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures<sup>4</sup>.

#### 4.3.1 Indirect Management with a pillar assessed entity

A part of this action may be implemented in indirect management with the African Union Commission (AUC).

This implementation entails the execution of activities annually planned and budgeted by the African Union Commission under its Department of Education, Science, Technology and Innovation, requiring specialized human resources, supporting services and other inputs such as travel, accommodation, ancillary services, material and equipment.

This implementation is justified, as it constitutes a continuation of similar projects supported by the EU, successfully managed by the AUC. The aim is to strengthen their mandate and work mainly on coordinating and promoting better teacher status and conditions of work. This includes promoting alignment at country level with the Continental Teacher Qualification Framework and the Continental Guidelines for Teachers, developing new continental frameworks; funding small scale innovation projects and reinforcing the scope and sustainability of the annual Teacher award that recognises and distinguishes the work of teachers will also be part of this Action.

The responsible authorising officer of the European Commission deems that, based on the compliance with the ex-ante assessment based on Regulation (EU, Euratom) No1605/2002, the long-lasting cooperation and the role that AUC plays in the strategic partnership between the EU and Africa, the entity can be entrusted with budget implementation tasks under indirect management.

#### 4.3.2 Indirect Management with a pillar assessed entity

A part of this Action may be implemented in indirect management with a consortia of four EU Member States agencies (GIZ, AFD Group, ENABEL and EDUFI/FinCEED). This implementation entails the establishment and management of the new Regional Teacher Facility.

<sup>4</sup> [www.sanctionsmap.eu](http://www.sanctionsmap.eu). Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

The Regional Teacher Facility aims at providing support for the design and development of innovative and digitally-led solutions to improve education governance and management for the teaching profession, including better status and working conditions for teachers and gender equality (outcome 1) and to enhance quality, relevance and effectiveness of initial and continuous teacher professional development (outcome 2).

For this purposes, the Teacher Facility will offer three main modalities of support:

- a) Through an Innovation Fund – to promote new or the scale-up of successful and proven approaches in teacher management as well as in teacher education, including in fragile and crisis environments, through digitalisation and collaborative approaches. This opens the possibility to work under the Action with a wide range of regional and national education organisations. Grants will be awarded through competitive call for proposals;
- b) Through a Technical Assistance demand driven component – to promote innovative, digitally-led and effective approaches and practices to teacher policies, teacher management systems and teacher professional development, including capacity building.
- c) Through a Specific Line of funding for Joint Research - for research action, applied research and/or studies on teacher related matters. Eligible candidates for these research actions will be consortia of European and/or African research institutes/universities/teacher training institutes. Regional exchanges and peer learning activities to disseminate and allow that the evidence produced can inform the work and practices of the relevant stakeholders are also to be conducted.

These envisaged entities have been selected using the following criteria:

- proven and extensive experience in implementing regional and/or county programmes in the domain of teacher policy and support to teachers and quality of teaching;
- proven and extensive experience working in Sub-Saharan countries;
- ability to engage and mobilise European public expertise;
- established relationships with European teacher education organisations and engaging in north-south partnerships.

The choice of these entities also contributes and is aligned with the EU Team Europe approach in the education sector.

#### 4.3.3 Indirect Management with a pillar assessed entity

A part of this Action may be implemented in indirect management with UNESCO (United Nations Educational, Scientific and Cultural Organisation).

UNESCO will support the African Union Commission (AUC) to amplify its advocacy and policy dialogue efforts to elevate the status, social standing and working conditions of teachers on the continent. It will be responsible to provide technical support and capacity building to the AUC for their work on teachers, to develop regional frameworks and to support coordination between the continental and sub-regional levels (RECs).

UNESCO will be responsible to provide guidance and develop tools and other resources, including research, on teacher policies and teacher professional development and teaching norms.

UNESCO will also support teacher professional development and communities of practice, by mobilizing existing platforms (LMSs) to host and enhance teacher education opportunities work.

The work of the International Teacher Task Force on policy advocacy, knowledge dissemination and regional dialogue in the African continent and in the sub-regions will be supported through this Action.

UNESCO's interventions will be aligned and will complement the ones supported by the Teacher Facility. The Knowledge Hub of the International Teacher Task Force will play as a platform for sharing lessons learnt, research and innovative and promising practices and/or approaches funded/supported under the Teacher Facility.

The envisaged entity has been selected using the following criteria:

- the organisation's mandate;
- experience on education and development programmes in specific in teachers related matters;
- experience providing technical assistance and capacity building;
- established relationships with Education Ministries and other key institutions across the African continent such as universities and teacher-training institutions;
- experience in conducting research on teacher careers, teachers involvement and motivation and IT-based tools for teachers management;
- the International Teacher Task Force whose secretariat is hosted by UNESCO holds a strong platform for policy advocacy, knowledge dissemination and sharing in the African Continent;
- it is a pillar-assessed organisation.

#### 4.4 Indicative Budget

<b>Indicative Budget components</b>	<b>EU contribution from the General Budget 2023 (amount in EUR)</b>	<b>EU contribution from the General Budget 2026 (amount in EUR)</b>	<b>Third-party contribution, in currency identified</b>
<b>Objective 1 and 2</b> composed of			
Indirect management with African Union Commission - cf. section 4.3.1	1.500.000	1.500.000	
Indirect management with EU Member States Consortia - cf. section 4.3.2	46.000.000	46.000.000	
Indirect management with UNESCO - cf. section 4.3.3	2.500.000	2.500.000	
<b>Evaluation</b> – cf. section 5.2 <b>Audit</b> – cf. section 5.3	May be covered by another decision	May be covered by another decision	N.A.
<b>Contingencies</b> <sup>5</sup>	-	-	N.A.
<b>Totals</b>	50.000.000	50.000.000	

#### 4.5 Organisational Set-up and Responsibilities

A programme Steering Committee will be set up and will meet at least twice a year to coordinate and follow progress in the implementation of the Action, and to provide overall strategic guidance on programme implementation.

The steering committee shall be made up of:

- Representatives of the AUC - Department of Education, Science, Technology and Innovation
- Representatives of the European Commission - DG INTPA, Units G3 and Unit A2
- Representatives of the four EU Member States
- Representatives of UNESCO

<sup>5</sup> Consider that for contracts where no financing agreement is concluded, contingencies must be covered by individual and legal commitments by 31 December of N+1.

- Representatives of EU Delegation to the African Union
- Others if necessary, as observers

The terms of reference of the steering committee will be drafted by the consortia of EU Member States and approved by the above mentioned representatives. The secretariat of the steering committee will be the responsibility of the EU Member States consortia.

The operational day-to-day management of the Regional Teacher Facility will be the responsibility of the EU Member States consortia and will be carried out according to the consortia agreement to be signed. The decisions regarding the division of labour amongst EU Member States consortia, the coordination, monitoring and evaluation, and communication mechanisms will be decided and agreed by an established technical working group where each agency has its representative together with the European Commission representatives.

With regards to the AUC, Annual Work Plans relevant for the education sector and with teacher related interventions for the forthcoming years shall be presented and shared by the AUC with the EU Delegation to the AU.

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

## 5 PERFORMANCE MEASUREMENT

### 5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partners' responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Roles and responsibilities for data collection, analysis and monitoring will be defined by the technical working group of the EU and EU Member States and established under the consortia agreement.

### 5.2 Evaluation

Having regard to the importance and nature of the action, mid-term and final evaluations will be carried out for this action or its components via independent consultants contracted by the Commission.

The mid-term evaluation will be carried out for problem solving and learning purposes, in particular with respect to launching the second phase of the action as from 2026.

The final evaluation will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the complexity of the action.

The Commission shall inform the implementing partners at least 1 month in advance of the dates envisaged for the evaluation. The Implementing partners shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all the necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partners and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

The financing of the evaluation may be covered by another measure constituting a Financing Decision.

### 5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

## 6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

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

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

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

## Appendix 1 REPORTING IN OPSYS

An Intervention (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 a Single Action

<b>Action level</b>		
<input checked="" type="checkbox"/>	Single action	Present action: all contracts in the present action
<b>Group of actions level</b>		
<input type="checkbox"/>	Group of actions	Actions reference (CRIS#/OPSYS#): N/A
<b>Contract level</b>		
<input checked="" type="checkbox"/>	Single Contract 1	With African Union Commission
<input checked="" type="checkbox"/>	Single Contract 2	With EU Member States consortia
<input checked="" type="checkbox"/>	Single Contract 3	With UNESCO