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ANNEX 3

to the Commission Implementing Decision on the financing of the annual action plan in favour of the Republic of South Africa for 2025


**Action Document for Gender-Inclusive Education: Preventing Gender-Based Violence,
Building a Fairer & Safer Society through Schools**

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

1 SYNOPSIS

1.1 Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Gender-Inclusive Education: Preventing Gender-Based Violence, Building a Fairer & Safer Society through Schools OPSYS number: ACT-63009 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
2. Team Europe Initiative	No
3. Zone benefiting from the action	The action shall be carried out in the KwaZulu-Natal, Gauteng, Mpumalanga, and Limpopo provinces in the Republic of South Africa.
4. Programming document	2021-2027 South Africa MIP
5. Link with relevant MIP(s) objectives / expected results	Priority Area 2: Reducing Inequalities Specific Objectives: To improve accountability, human rights, and socio-economic inclusion
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	Socio-economic inclusion: Government and civil society (DAC: 151)
7. Sustainable Development Goals (SDGs)	Main SDG (1 only): 5 – Gender Equality Other significant SDGs (up to 9) and where appropriate, targets: 4 – Quality Education 10 – Reduced Inequalities 16 – Peace, Justice, and Strong Institutions
8 a) DAC code(s)	15180 Ending Violence against women and girls -100% 110 – Education – 70% 15170 Women’s rights organisations and movements, and government institutions – 30%
8 b) Main Delivery Channel	20000 – NGO and Civil Society, 40000 - International Organisations

9. Targets	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Human Rights, Democracy and Governance				
10. Markers (from DAC form)	General policy objective @	Not targeted	Significant objective	Principal objective	
	Participation development/good governance	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Inclusion of persons with Disabilities @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Nutrition @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	RIO Convention markers	Not targeted	Significant objective	Principal objective	
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Climate change mitigation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Internal markers and Tags:	Policy objectives	Not targeted	Significant objective	Principal objective
		Digitalisation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services		YES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	NO <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
Migration @		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Reduction of Inequalities @		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Covid-19		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

BUDGET INFORMATION	
12. Amounts concerned	Budget line(s) (article, item): 14.020122 Total estimated cost: EUR 5 000 000 Total amount of EU budget contribution: EUR 5 000 000
MANAGEMENT AND IMPLEMENTATION	
13. Implementation modality	Direct management through grants. Indirect management through a contribution agreement. The entity(ies) to be selected in accordance with the criteria set out in section 4.4.2

1.2 Summary of the Action

This project, as the first and only G2 action under the 2021-2027 South Africa MIP, aims to address gender-based violence (GBV) in and around schools across four key provinces in South Africa, building on previous successful initiatives conducted by NGOs, UN Agencies and Member States while aligning with broader actions under the Annual Action Plan 2025 (AAP2025). Specifically, the action would build on the work carried out under previous EU funded actions focusing on addressing the lack of accountability for GBV, more closely concentrating on young people in local communities and the education sector.

The primary objective is to promote gender equality by reducing inequalities and fostering an environment that empowers women and girls with the necessary skills and opportunities to actively participate in key sectors of the EU-South Africa partnership. This includes strategic value chains such as critical raw materials (CRM) and green hydrogen. Central to this effort is the education system, which plays a critical role in preparing women and girls for emerging jobs in these sectors. The project will focus geographically on the North-South corridor, which includes the provinces of KwaZulu-Natal, Gauteng, Mpumalanga, and Limpopo. This will ensure a coherent 360° approach with other EU-SA initiatives which primarily focus on creation of enabling environments for a just energy transition in the country, minimising environmental and social impact while promoting access to benefits for youth, women and disadvantaged communities. It is therefore essential to ensure that a community-based and human rights-based approach is pursued to tackle the root-causes of GBV to compliment the effective implementation of such EU-SA initiatives as the issues differ so substantially between grassroots communities in these regions.

Through a two-pillar approach of capacity-building, school community-led campaigns, and private sector outreach, the project will promote education on gender equality and respect for pupils, teachers, and parents, creating safer school environments and challenging harmful gender norms. By fostering safer school environments and challenging harmful gender norms, this initiative seeks to contribute to the gradual transformation of social attitudes, thereby reducing violence and discrimination in both schools and the wider community

1.3 Zone benefitting from the Action

The Action shall be carried out in South Africa, which is included in the list of ODA recipients.

2 RATIONALE

2.1 Context

South Africa continues to grapple with entrenched gender inequalities and pervasive gender-based violence (GBV), which remain critical obstacles to achieving sustainable socio-economic development. Despite progressive legislative frameworks, the implementation of policies addressing GBV remains inconsistent, particularly in regions with high levels of poverty and inequality. Provinces such as KwaZulu-Natal, Gauteng, Mpumalanga, and Limpopo experience elevated rates of GBV, exacerbated by socio-economic disparities between urban and rural areas.

The EU-South Africa Strategic Partnership prioritizes addressing these challenges, aligning with the Multiannual Indicative Programme (MIP) 2021–2027 under Priority Area 2: Reducing Inequalities. This action fits into the broader EU intervention strategy, complementing ongoing initiatives such as Team Europe’s Global Gateway and South Africa’s National Strategic Plan on Gender-Based Violence and Femicide. By leveraging education and community-based organisations, the action supports sustainable development and gender equality while fostering safer school environments. This project is the sole G2-marked initiative under the 2021–2027 South Africa MIP, designed to address GBV in and around schools and communities. Building on previous EU-funded actions, it focuses on promoting gender equality, fostering safe learning environments, and equipping young women and girls with skills to access strategic value chains like critical raw materials (CRM) and green hydrogen.

The action directly contributes to SDGs 4, 5, 10, and 16, emphasizing gender equality, access to quality education, and reducing inequalities. It seeks to create equitable educational opportunities and socio-economic inclusion while fostering accountability and human rights.

The action will be implemented through a multi-stakeholder approach that will combine grants (direct management) and a contribution agreement (indirect management).

The programme will adopt a two-pillar approach to:

1. Prevent GBV by addressing harmful gender norms and fostering a culture of respect through school-based interventions.
2. Strengthen capacity and collaboration among stakeholders, including schools, civil society, government, and private sector partners, through a community-based approach.

The action integrates human rights, gender equality, and conflict sensitivity. It promotes positive masculinity, inclusivity, and resilience through education and community engagement, empowering women and girls while engaging men and boys as allies for change. By addressing GBV at its roots and leveraging education as a driver for equality, the programme contributes to safer, more equitable communities, supporting South Africa’s socio-economic and gender equality goals.

2.2 Lessons learnt

Lesson 1: Importance of community-specific interventions and sharing and learning between interventions

South Africa’s GBV NSP (National Strategic Plan) has identified - and the successful implementation of the Masibambisane programme (AAP 2019) has confirmed - that while large-scale policy and structural interventions are critical in the fight against GBV, these need to be translated into context-specific interventions that are implemented at the local/community level. Community-based organisations involved in combatting GBV in socio-economically disadvantaged communities, are critical elements of this translation. As demonstrated by the first phase of the Masibambisane Programme, these organisations are embedded in their social and cultural context, have developed significant linkages with other CSOs and key state entities such as the South African Police, the National Prosecuting Authority, the Department of Social Development, Department of Health local clinics, one-stop GBV Thuthuzela Care Centres and the Department of Basic Education schools, including their governing bodies. These networks are the bedrock for communities to become ‘GBV-Free Zones’ and they are key to identifying new socio-economic opportunities, especially for young women and girls, and integrating existing opportunities to prevent the recurrence of abuse among survivors.

The proposed/planned intervention, while focused on prevention of school-based GBV, has clearly identified the role of local community-based organisation(s) to assist in the adaptation/translation of materials, the design of further specific interventions and the integration of school-based stakeholders (learners, teachers and parents) into broader GBV actions.

National school policies, legislation, protocols, regulations and guidelines have to make sense for and find expression in local practice. This action offers a powerful opportunity to bring these two worlds together, so that we are listening to the reality of learners and their wider communities about GBV and how such state support measures are finding resonance, if not, why not, as well as how we adjust policy and practice going forward.

Lesson 2: Buy in from the Department of Basic Education and Schools themselves

Ownership from the Department of Basic Education in this action is critical for the catalytic action to be sustainable and reach its impact at scale. The engagement and buy-in from the relevant stakeholders beyond the educators are critical to enforce the values and curriculum teaching at school, home and in the communities- those stakeholders include school principals, school governing bodies including parents, and traditional and religious leaders. While national policy and guidance setting are important for sustainability, the capacity and roll out at province and district levels are critical to ensure the intended benefits and impact occurs at individual child and school level. Having a robust impact measurement tool designed from the onset of the programme also helps to monitor the output and outcome throughout the action period.

Lesson 3: Need an integrated and holistic approach to GBV and the need to scale this model

It is well established that isolated actions that focus on one component of GBV may deliver short-term benefits but ultimately cannot change the systemic nature of GBV. This includes the integration of ‘Do No Harm’ and ‘Leave No One Behind’ approaches that takes a sustainable community-centred approach to psychosocial support of survivors and their support networks.

Lesson 4: Strengthen 'Do No Harm' praxis and reducing risks across all programme activities

Important lessons from ongoing actions can be drawn about how some activities and strategies might unintentionally cause harm, particularly in developing skills and supporting psychosocial wellbeing. GBV and human rights violations in schools demand a very careful approach, as learners come forward to report issues, and there are inconsistencies in how schools and authorities respond to these cases. Refining relationships building within schools and strengthening the connection between schools and Local Stakeholder Committees to improve referral pathways, is a key priority.

Likewise, GBV combined with extreme poverty has serious psychological effects on individuals and communities. These often go unaddressed due to the lack of access to professional state psychological and social work services or expertise within CBOs serving these areas. Active collaboration to forge accessible and alternative pathways for psychosocial support within communities is essential.

Lesson 5: Additional efforts to encourage local private sector involvement

There is considerable scope for local private sector actors (including local businesses, business chambers and branches/franchises of larger firms) to become involved in, and support, locally co-ordinated efforts to combat GBV. Previous efforts at involving local businesses have had limited success, partially due to the fraught nature of party-political relationships at the local level that align with business interests. Increased efforts to publicise the role and achievements of local GBV forums and collaborations should be investigated, alongside persistent efforts at private sector involvement. These may also become community-school-job opportunities collaborations for young survivors, a feature of widening the community GBV-Free Zone commitment.

2.3 Problem Analysis

Short problem analysis:

Gender-based violence (GBV) is a profound and endemic challenge in South Africa, affecting individuals in both school and community environments. According to the latest Crime Statistics, children account for 40% of total victims of sexual offences reported in the fiscal year 2022/2023. Rape is the highest reported crime against children

(38%) in 2022/2023. While child abuse affects children below 3 years most, sexual offences, murder, assaults, and kidnapping mostly affect adolescent children.⁹ The prevalence of the gender-based violence (GBV) in South Africa shows women who experience any physical and sexual intimate partner violence (IPV) in their lifetime is 23.9 %, which can be translated to 3.4 million women in the country.¹⁰ The same report also identified childhood trauma as a critical factor associated with both survivors and perpetrators of IPV, including exposures to violence at home.

According to the South African Council for Educators (2020), 68% of teachers and 49% of learners reported experiencing or witnessing physical violence at their schools. Harmful gender norms, sexual harassment, bullying, and violence transcend the boundaries of home, school, and community, threatening the safety and well-being of learners, educators, and community members.

Addressing these deeply ingrained issues requires a transformative and holistic approach that not only creates safer schools but also works to shift harmful social and gender norms across families, communities, and broader societal structures.

The GBV endemic is particularly prevalent in poor and marginalised communities where there is a lack of resources to effectively implement programmes to combat GBV, as well as a general lack of resources and capacity among state institutions.

The particular problem (with a particular focus on the most vulnerable communities in the target area) which motivates this intervention has three components:

- a) high level of GBV in schools, including the growing problem of bullying and cyber-linked GBV¹
- b) the lack of targeted programmes to change attitudes and behaviours among young people, particularly those of school-going age, including community-specific programmes
- c) the broader social milieu surrounding schools in which GBV and patriarchal attitudes are normalised, and a general culture of impunity for perpetrators exists.

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

- Department of Basic Education: The DBE has been implementing gender norms transformative sexuality education since the early 2000s and has National School Safety Framework and Protocols to guide in the reporting of sexual abuse and harassment in schools. Through existing and new curricular, such as comprehensive sexuality education, online safety and the Connect with Respect and peer-to-peer education platforms such as Girls and Boys Education Movement (GBEM), GBV prevention and response mechanisms will be strengthened.
- Learners at schools: Primary and high school participants in school-level interventions, including Human Rights Clubs and general awareness-raising programmes. Improved linkages to community-level GBV programmes and access to additional community-based support mechanisms.
- Teachers and other school staff: Increased knowledge about GBV-related policies and procedures and improved application of those policies and procedures. Improved linkages to community-level GBV programmes and access to community-based support mechanisms.

¹ "Technology has added new dimensions to this violence, with TFGBV becoming increasingly prevalent. According to a 2018 survey, South Africa has the highest rate of cyberbullying in the world (Masiphephe Network, The impact of cyberbullying in South Africa, 2023)" and Artz L, Burton P, Ward CL, Leoschut L, Phyfer J, Lloyd S, Kassanje R & Le Mottee C (2016) Sexual victimisation of children in South Africa. Final Report of the Optimus Foundation Study: South Africa. Cape Town: UBS Optimus Foundation.

- Parents / guardians (particularly those serving on the School Governing Body): Increased knowledge about GBV-related policies and procedure and their application. Participation in broader community-based efforts to combat GBV.
- Community-Based Organisations: Focal point for design and implementation of school-based interventions and linking those interventions with broader community-based programmes. Also focal point for convening local forums to support GBV programmes.
- Community-level enforcement, support and prosecution agencies: This includes local SA Police Services, Department of Social Development, Department of Basic Education, Department of Health clinics and National Prosecuting Authority with a view to increased effectiveness, and engagement with school and community-based stakeholders.
- Local private sector: Increased engagement in, and support of, local GBV programmes, particularly those affecting young people; and collaboration with targeted national private sector companies committed to expanding GBV awareness and prevention.

2.4 Additional Areas of Assessment

N.A.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The Overall Objective of this action is to advance human rights, including gender equality, by fostering safe and inclusive environments for learners in schools and communities through tackling Gender-Based Violence.

The Specific Objectives of this action are:

- SO 1:** To empower learners to recognise, report and prevent GBV in their schools, online and in communities.
- SO 2:** To create safer, child-friendly schools and communities by establishing effective GBV policies, reporting and referral mechanisms, supported by data-driven policies and interventions for comprehensive GBV prevention and response.
- SO 3:** To capacitate parents, guardians, community leaders and young people to identify, prevent, and respond to gender-based violence in homes, schools, and communities, through a whole of community approach and data driven interventions.

The Outputs to be delivered by this action contributing to the corresponding Specific Objectives are as follows:

- 1.1 Increased number of schools in key provinces having mainstreamed GBV into curriculum.
- 1.2. Digital and online safety curriculum that promotes prevention of online sexual abuse and exploitation and other online harms, rolled out in four provinces.
- 2.1 Educators trained to deliver the Connect with Respect and Online Safety curricular on violence prevention to identify and address GBV in primary and secondary schools.
- 2.2 School management, learner support agents, and all other staff trained on preventing and responding to gender-based violence in line with existing frameworks and protocols.
- 2.3 Support the review and evaluation of key policies ensuring alignment with broader prevention goals.
- 2.4 Strengthen coordination in the development and implementation of education and child protection policies, procedures and systems between the provinces.
- 3.1 Co-ordinated support services to survivors in targeted communities.
- 3.2. Local Steering Committees (or equivalents) implemented and/or strengthened by partner CBOs in targeted communities.

- 3.3. Communication/awareness raising campaign that reaches parents and communities through multiple channels, including community radio, social media, and in-person dialogues, to shift harmful gender norms and promote GBV prevention.
- 3.4 Increased access for young people to youth-led and community-based actions and clubs advocating the prevention of GBV.
- 3.5. Partner with private sector corporates to contribute to effective prevention and response to gender-based violence.

3.2 Indicative Activities

Activities relating to Output 1.1:

- roll out of the Comprehensive Sexuality Education curriculum and Connect with Respect in the targeted schools

Activities relating to Output 1.2:

- Roll out of the Online Safety curriculum address Online Sexual Exploitation and Abuse and other online harms in the targeted schools.

Activities relating to Output 2.1:

- Train life orientation educators on curricula which addresses gender inequality and gender norms, as well as the prevention of GBV.

Activities relating to Output 2.2:

- Relevant school personnel are equipped to promote a positive and safe learning environment, training personnel to detect, refer to relevant support services, and manage the GBV cases in the school².

Activities relating to Output 2.3:

- Conduct evaluation of the National School Safety Framework (NSSF)
- Data collection in targeted schools and communities

Activities relating to Output 2.4:

- Provincial Learner and Community Convenings bring the four provinces together to celebrate progress, learn from each other and strengthen approaches.

Activities relating to Output 3.1:

- CBOs to receive financial and technical support to implement programme on support services for survivors of GBV in the community³

Activities relating to Output 3.2:

- Setting-up of local steering committees in targeted provinces with partner CBOs

Activities relating to Output 3.3:

- Launch communication/awareness raising programme through multiple channels, with community level outreach

Activities relating to Output 3.4:

- Increase number of human rights clubs launched by CBOs, in and around schools

² Support services may include but are not limited to South African Police Services, Department of Social Development services including Thuthuzela one stop Care Centres and community-based organisations working on GBV prevention and survivor support service provision (such as but not limited to security, shelter, legal support, psychosocial support, healthcare), Department of Basic Education, Department of Health clinics and National Prosecuting Authority. Also see footnote 4

³ Due to the very different situations experienced by communities across the provinces, services include but are not limited to: Psychosocial support, Mediation services, Social services consultations and guidance, Advocacy support, Legal support and Protection services, Shelter, Medical treatment and clinical care, Forensic examinations and assessments, Dignity support (care packages, food, clothing and toiletries), Child care, Empowerment support

Activities relating to Output 3.5:

- Convening of national and local businesses to mobilise support through CSR initiatives, both to provide support and opportunities for survivors, as well as to contribute to prevention campaigns

3.3 Mainstreaming

Environmental Protection & Climate Change

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

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

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

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

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

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

Gender equality and empowerment of women and girls

This action is labelled as G2. The action aims to promote gender equality and address gender-based violence (GBV) in and through the education sector by tackling its root causes, including harmful gender norms and gender inequality. It adopts a multifaceted approach to empower both girls and boys as active change agents, acknowledging their unique experiences of social and gender norms while enabling them to transform their perspectives on gender roles and norms. The action will implement gender transformative curricular to create safer learning environments by challenging harmful gender norms and reducing violence in schools. In this way, it will enhance peer and teacher-student relationships, foster peer support and help-seeking behaviours, and increase awareness of gender equality. A key focus will be the gender-transformative rollout of curricular, achieved through educator training and by empowering learners to spearhead initiatives within their classrooms and schools. These efforts will include activities such as the Girls and Boys Education Movement (GBEM), aimed at preventing GBV. To ensure sustainability and broader impact, the initiative will adopt a ‘whole community approach,’ engaging community leaders and parents to address harmful social and gender norms that contribute to GBV.

Human Rights

South Africa is signatory to Convention of the Rights of the Child (CRC) as well as Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and received concluding observations and recommendations from the respective committee. The action aims to address critical recommendations such as address root causes of violence and abuse, such as social and gender norms; review and update the School Safety Framework and strictly investigate all cases of violence, including sexual and gender-based violence at schools and ensure that perpetrators are duly sanctioned; respond to all manifestations of child sexual exploitation and abuse online, including by strengthening professional capacity and software tools to detect and investigate such abuse, promoting training for parents and teachers about risks online. Human rights clubs, continued and set-up by this action, will also ensure a broader human rights approach to tackling GBV.

Disability

Despite this action being labelled as D0, the proposed action will take inclusive approach. The curriculum addressing gender diversity and GBV will also be rolled out in the special schools, and children with disability will benefit from the learning and empowerment activities. However, the action does not specifically design curriculum focusing on the children with specific disability such as hearing/ sight impairments.

Reduction of inequalities

As per the Inequality Marker, this Action has been labelled as an I-2. Inequality reduction is the main objective. The action will address both urban and rural areas in the key provinces, which offers opportunity to address inequality of resource allocation to the remote, rural districts. Focus on the areas of the Just Transition are also designed to limit inequalities that could prevail from the transition. Tackling GBV and protection of women and girls will also inherently seek to limit inequality and provide equal opportunities to women and girls in the most vulnerable communities.

Democracy

By strengthening the capacity for CBOs to assist in access to justice for victims of GBV, this action directly helps ensure the accountability of the government to the people of South Africa

Conflict sensitivity, peace and resilience

the key provinces face mixed migration flows, and prone to civil unrest derived from xenophobia. The action will promote the social cohesion among the learners from the diverse background and ensure migrant children will also benefit from the activities and curriculum. The main government partner, DBE, is also contributing to the National Plan of Action to Combat Racism, Racial Discrimination, Xenophobia and Related Intolerance through the same branch which this action will be implemented.

Disaster Risk Reduction

Some of the targeted provinces, particularly Kwazulu-Natal province is prone to cyclical disaster such as floods and storms. The action will take risk informed approach to manage the project activities and allow flexibility to the affected schools and communities to address disaster risks but incorporate GBV prevention messages and mitigation efforts in and around educational spaces.

3.4 Risks

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
Stakeholder Engagement	Risk 1	High	Medium	Interventions involving schools will need close co-operation between national, provincial and district-level authorities and

				parents. Structured engagement at the national and provincial levels is critical to ensure institutional support, and strong relationships will have to be developed with district and school-level officials to ensure smooth implementation.
Cultural Sensitivity	Risk 2	Medium	Medium	Strong partnerships with local partner CBOs and collective development of the implementation plans that take into account local cultural and power dynamics. Encouragement of peer-to-peer grappling with issues of culture and power between schools, between community stakeholder forums, between towns and rural communities, and between provinces.
Institutional Support	Risk 3	High	High	Strengthen relationships between participating schools and relevant national, provincial and local government departments so that there is more consistent and proactive participation in local stakeholder structures. Involve departments in the provincial and inter-provincial convenings for sharing and learning of practice of learners and community forums.
Coherence/complementarity of activities of implementing partners	Risk 4	Medium	High	Project Steering Committee to be included in design of project, that will bring together the different implementing partners to ensure coherence and complementarity of project intervention. In addition, clearly defined division of labour of strategic objectives and outputs.

3.5 The Intervention Logic

The underlying intervention logic for this action (creating safe and secure school environments and instilling positive gender norms) is based on the following assumptions:

1. That achieving these high-level aims will require a multi-pronged and co-ordinated approach.
2. That interventions cannot be limited to schools but must engage and link with broader community efforts to combat GBV.
3. That interventions must take into account local conditions and must involve local stakeholders including a key role for local civil society formations.
4. That sharing and learning between schools, communities and provinces is key to shifting attitudes and norms through peer-to-peer learning.

The core components of the intervention will be implemented in 20 local communities in the four targeted provinces. In each of the targeted communities we will identify a local civil society organisation – in 11 of these communities we have a strong existing relationship with a local CSO as part of the current EU-supported Masibambisane (‘unite, holding hands, let’s work together’) programme (AAP 2019) and in the other communities we will engage with

existing CBOs through a targeted call. Furthermore, in each of the 20 communities, 2 primary and 2 secondary schools (giving a total of 80 schools) will be identified for schools-based interventions.

Focusing on KwaZulu-Natal, Gauteng, Mpumalanga, and Limpopo is critical due to the unique socio-economic challenges and high levels of inequality in these provinces. KwaZulu-Natal and Gauteng have some of the highest rates of GBV and are densely populated, making them key areas for intervention. Mpumalanga and Limpopo face significant challenges in access to quality education and economic opportunities, particularly in rural areas, where women and girls are disproportionately affected by poverty and violence. Targeting these provinces allows the project to address both urban and rural disparities, helping to create safer, more inclusive environments that support gender equality and socio-economic development, conducive to supporting a just transition. These are also the key provinces targeted by the North-South Corridor and the Municipalities programme (AAP 2022) thus ensuring coherence and complementarity, as well as a 360° approach with our actions.

The overall objective is to advance human rights, including gender equality, by fostering safe and inclusive environments for learners in schools and communities through tackling GBV. In order to achieve this goal, in each of the targeted communities the intervention will have four main components/objectives:

SO 1: Learners are empowered to recognise and prevent GBV in their schools, online and in communities. This will be achieved through firstly increasing the number of schools in key provinces having mainstreamed GBV into the curriculum, as well as the rolling out of a digital and online safety curriculum. The implementing partner will work hand-in-hand with the Department of Education on both the development and the roll out of the curricula. As a result of these activities, learners from a young age will be better educated and informed on what constitutes GBV, how to identify it and norms will be challenged.

SO 2: Schools are safer and more child-friendly with appropriate reporting and referral mechanisms. This will be achieved through training programmes rolled out in the priority provinces, both to train educators on the GBV curricula, as well as all school staff on how to identify and prevent GBV, as well as support survivors in schools. As a result of these activities, staff in schools will be significantly better equipped with how to deal with GBV, in the long run both reducing instances of GBV and increasing the support to victims. Policies and data are available to ensure quality implementation of GBV prevention and response interventions in schools and communities. This will be achieved through the review and evaluation of key policies, working together with DBE, and based on data collection surveys carried out by the action. The intervention will also strengthen coordination in the development and implementation of education and child protection policies, procedures and systems between the provinces through convening of CBOs and other local and education representatives to exchange on best practices. As a result, the overall policy framework of the country and the provinces will be carefully analysed and strengthened, making current and future interventions more effective.

SO 3: Parents, guardians, community leaders and young people have the capacity to identify, prevent, and respond to gender-based violence in homes, schools, and communities, through a whole of community approach. This will be achieved primarily through working with Community Based Organisations, including those already established through the Masimbasame programme (AAP 2019) and identifying new ones. The CBOs will be capacitated in order to provide support services to survivors in vulnerable communities; local Steering Committees will be set up and strengthened alongside CBOs in order to ensure a whole of community approach; and CBOs will be supported in the establishment of new and strengthening of existing human rights clubs to advocate the prevention of GBV. GBV prevention campaigns will also be rolled-out at local levels, with the support and coordination with CBOs.

Local and national private sector companies will be convened to mobilise support through CSR initiatives, both to provide support and opportunities for survivors, as well as to contribute to prevention campaigns. As a result, the overall objective of the action will have a strong community-based and data-driven approach which will take into consideration the specific needs that each community must tackle, based on the review of local support mechanisms, mapping and surveys conducted by the action.

3.6 Logical Framework Matrix

This indicative logical framework constitutes the basis to design more detailed logical framework matrix(-ces) at contracting which will be used for monitoring, reporting and evaluation. The logical framework matrix(-ces) at contract level should include relevant indicators identified in this section.

The expected outputs and related indicators (with baselines and targets) may be updated during the implementation of the action, no amendment being required to the Financing Decision.

In case baselines and targets are not available for the action at the time of adoption of the Financing Decision, they should be provided for each indicator at signature of the contract(s) linked to this Financing Decision, or in the first progress report at the latest. New columns may be added to set intermediary targets for the output and outcome indicators whenever relevant.

PROJECT and BUDGET SUPPORT MODALITIES						
Results	Results chain (@): Main expected results (maximum 10)	Indicators (@): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	To have advanced human rights in the four key provinces, by having enhanced gender equality by fostering safe and inclusive environments for learners in schools and communities through tackling Gender Based Violence.	1. Number of CBOs tackling GBV have increased in four key provinces* ⁴ 2. Number of individuals from targeted communities in 4 provinces benefiting from the action aiming at reducing social and economic inequality* ⁵ 3. Number of schools who feel better equipped to identify, tackle and prevent GBV	1. TBD 2. 0 3. TBC – survey of 80 targeted schools to be conducted	1. 10% average increase between 4 key provinces 2. TBD in inception 3. 10% Increase in schools per province	1. Mapping exercise 2. Evaluation reports 3. Survey	Not applicable
OUTCOMES						
Outcome 1	1 Learners have been empowered to recognise and prevent GBV in their schools, online and in communities	1.1 Percentage of learners who show improved knowledge and skills to identify and prevent GBV ⁶ Indicator definition: Calculate the proportion of the learners who show improvement between post-survey result / pre-survey result (disaggregated by sex, age, income level, disability, area of residence, ethnicity)	1.1 0	1.1 80%	1.1 Pre-post survey	Educators trained on the curriculum were able to roll out the contents effectively in all targeted schools

4 Relating to MIP: Number of grassroots civil society organisations benefiting from /reached by EU support

5 Relating to MIP and GEF 2.39: Number of people directly benefiting from EU supported interventions that aim to reduce social and economic inequalities

6 Relating to GAP III indicator: Extent to which local counterparts (security and justice institutions among others) act to prevent and combat sexual and gender-based violence

Outcome 2	2.1 Schools and communities have been made safer and more child-friendly by establishing effective GBV policies, reporting and referral mechanisms, supported by data-driven policies and interventions for comprehensive GBV prevention and response.	2.1.1 Percentage of trained learners and educators who expressed more confidence to report the cases of GBV ⁷ Indicator definition: Calculate the proportion of the learners and educators who show improvement between post-survey result / pre-survey result (disaggregated by sex, age, income level, disability, area of residence, ethnicity)	2.1.1: 0	2.1.1 80%	2.1.1 Pre-post survey	Reporting mechanism (especially the online mechanisms) functions
		2.1.2 Number of policies/frameworks or protocols for handling (including referral mechanisms) reviewed and updated based on the evaluation findings and evidence ⁸	2.1.2: Evaluability study commenced	2.1.2 One policy/framework reviewed and revised	2.1.2 Revised National School Safety Framework available	Department of Basic education continues with its plan to evaluate and review the NSSF and willingness of local government to take part in convening of provinces

⁷ Relating to GAP III indicator: Extent to which partner country institutions' capacities to fight gender-based violence are increased, Extent to which measures supported by the EU to prevent and combat sexual and gender-based violence in situations of fragility and conflict are effective in preventing sexual and gender-based violence and providing services to survivors

⁸ GAP III: Extent to which government policy promotes teacher education and teaching practices that are gender-sensitive and inclusive, Existence of child-friendly, accessible and accountable school mechanisms and systems to take action on reported cases of school related gender-based violence

Outcome 3	3 Parents, guardians, community leaders and young people have the capacity to identify, prevent, and respond to gender-based violence in homes, schools, and communities, through a whole of community approach	3.1 Percentage of trained parents, guardians, community leaders and young people from targeted schools and communities who show improved knowledge and skills to identify and prevent GBV in their schools, online and in communities ⁹ (disaggregated by sex, age, income level, disability, area of residence, ethnicity)	3.1.1 0	3.1 80%	3.1 Pre-/ post survey	Outreach to community stakeholders for the survey is well responded to
		3.2 Percentage of trained parents, guardians, community leaders and young people from targeted schools and communities who have taken action to identify and prevent GBV. ¹⁰ (disaggregated by sex, age, income level, disability, area of residence, ethnicity) Indicator definition: Calculate the proportion of participants who show improvement between post-survey result / pre-survey result	3.2 0	3.2 80%	3.2 Pre-/ post survey	
OUTPUTS (for an action implemented as a project)						
Output 1 relating to outcome 1	1.1 Increased number of schools in key provinces having mainstreamed GBV into curriculum.	1.1.1 Number of learners reached with GBV-related curricula ¹¹ (disaggregated by sex, age, income level, disability, area of residence, ethnicity)	1.1.1: 5000	1.1.1 12,000 (3000 per province*4)	1.1.1 Attendance sheet /enrolment data	Teachers trained through connect with respect deliver interventions with fidelity

⁹ GAP III: Extent to which partner country institutions' capacities to fight gender-based violence are increased

MIP: Number of vulnerable individuals benefitting from EU supported interventions aimed at reduction of social and economic inequality [disaggregated for sex age and previously disadvantaged people]

¹⁰ GAP III: Extent to which partner country institutions' capacities to fight gender-based violence are increased, MIP: Number of vulnerable individuals benefitting from EU supported interventions aimed at reduction of social and economic inequality [disaggregated for sex age and previously disadvantaged people]

¹¹ Relating to GERF indicator 2.36 Number of students enrolled in education with EU support: (a) primary education, (b) secondary education

Output 2 relating to outcome 1	1.2 Digital and online safety curriculum that promotes prevention of online sexual abuse and exploitation and other online harms, rolled out in four provinces.	1.2.1 Number of learners attended online safety curriculum in the targeted provinces ¹² 1.2.2 Proportion of trained learners who report having taken action to identify and/or prevent GBV (disaggregated by sex, age, income level, disability, area of residence, ethnicity)	1.2.1:0 1.2.2 0	1.2.1 9,000 (3000 per province * 3- Mpumalanga will be covered in 2025) 1.2.2 TBD in inception	1.2.1 Attendance sheet 1.2.2 Survey conducted in Y3	Life orientation teachers attended district level training delivers curriculum in the classroom
Output 1 relating to outcome 2	2.1 Educators have been trained to deliver the Connect with Respect and Online Safety curricular on violence prevention to identify and address GBV in primary and secondary schools.	2.1.1 Number of the educators trained on the respective curriculums ¹³ (disaggregated by sex, age, income level, disability, area of residence, ethnicity)	2.1.1: 2000	2.1.1 1,120 (400 educators reached, 100 educators per province*4) Online safety curriculum -720 (60 educators per district* 3 districts per province *3 provinces)	2.1.1: Attendance sheet	Province and district DBE team are available for training
Output 2 relating to outcome 2	2.2 School management, learner support agents, and all other staff have been trained on preventing and responding to gender-based violence in line with existing frameworks and protocols.	2.2.1 Number of school management, LSA and other staff trained in the targeted provinces ¹⁴ (disaggregated by sex, age, income level, disability, area of residence, ethnicity)	2.2.1: 476	2.2. 480 300 (*4 provinces) + 180 covered by online safety	2.2.1 Attendance Sheet	Province and district stakeholders are available for training
Output 3 relating to outcome 2	2.3 Support the review and evaluation of key policies, ensuring alignment with broader prevention goals.	2.3.1 National School Safety Framework is evaluated to enhance its effectiveness and scope ¹⁵ 2.3.2 Two rounds of data collection in targeted schools and communities ¹⁶	2.3.1: 0 2.3.2: Data collected from community level respondents in 20 targeted communities and learners in 80 targeted schools	2.3.1.Final report on the evaluation of the NSSF 2.3.2: 4,000 respondents for each of Y1 and Y3. 1,600 learners respondents for each of Y1 and Y3	2.3.1 Evaluation report available 2.3.2 Data collection reports	Evaluability study recommendation is available by late 2025

12 Relates to GERF indicator 2.37: Number of people benefitting from EU-funded programmes to counter sexual and gender-based violence

13 Relating to GERF indicator 2.37: Number of people benefitting from EU-funded programmes to counter sexual and gender-based violence

14 Relating to GERF indicator 2.37: Number of people benefitting from EU-funded programmes to counter sexual and gender-based violence

15 GAP III indicators: Extent to which government policy promotes teacher education and teaching practices that are gender-sensitive and inclusive, Extent to which appropriate policies and measures are implemented by government to improve the access of girls and women to inclusive and quality education, including STEM fields and quality digital education and training

16 GAP III Extent to which data on the prevalence and incidence of gender-based violence is analysed and published at national and/or decentralized levels

Output 4 relating to outcome 2	2.4 Strengthened coordination in the development and implementation of education and child protection policies, procedures and systems between the provinces has been established	2.4.1 Number of learners & community representatives that participated in two Provincial Learner and Community Convenings bring the four provinces together 2.4.2 Narrative report on key lessons for further programming that emerge from the Convenings	2.4.1 0 2.4.2 0	2.4.1 200 Learner & Community Reps from 4 provinces (100pp x 2 years / 25 reps per provinces). 25 national/provincial decision makers 2.4.2 One Yr 3 Report on key lessons	2.4.1 Attendance Registers 2.4.2 Convening Reports	Stakeholders are receptive to be able to take ownership to eliminate harmful gender norms
Output 1 relating to outcome 3	3.1 Co-ordinated support services to survivors in targeted communities has been provided	3.1.1 Number of CBOs implementing programmes to provide co-ordinated support services to survivors ¹⁷ 3.1.2 Number of survivors accessing coordinated services ¹⁰	3.1.1 None 3.1.2 None	3.1.1 20 CBO implementing programmes in their communities 3.1.2 TBC in inception	Partner CBO reports on activities	
Output 2 relating to outcome 3	3.2 Local Steering Committees (or equivalents) have been implemented and/or strengthened by partner CBOs in targeted communities	3.2.1 Number of operational LSCs in targeted communities ¹⁸	3.2.1 None	20 LSCs operational	Reports/Minutes of LSC (or equivalent) meetings	
Output 3 relating to outcome 3	3.3. Communication/awareness raising campaign carried out that reached parents and communities through multiple channels, including community radio, social media, and in-person dialogues, to shift harmful gender norms and promote GBV prevention.	3.3.1 Numbers of people reached through the campaign ¹⁹ Indicator definition: calculate cumulative numbers reached through multiple channels. Please note gender and age disaggregation is only possible for social media, in-person dialogue, but not possible for community radio (disaggregated by sex, age, income level, disability, area of residence, ethnicity)	3.3.1: 0	3.3.1 10 million tbc	3.3.1 Social media report following the campaign) Community radio (estimated listeners for the slot) In -person: attendance sheet	3.3.1 Community leadership, religious and traditional leaders are receptive to the gender equality, and able to take ownership to eliminate harmful gender norms

17 MIP: Number of grassroots civil society organisations benefiting from /reached by EU support ,GAP III: Extent to which partner country institutions' capacities to fight gender-based violence are increased

18 MIP Number of grassroots civil society organisations benefiting from /reached by EU support

19 GERF 2.39 Number of people directly benefiting from EU supported interventions that aim to reduce social and economic inequalities

Output 4 relating to outcome 3	3.4 Increased access for young people to youth-led and community-based actions and clubs advocating the prevention of GBV has increased	3.4.1 Number of Human Rights Clubs (HRCs) created. ²⁰ 3.4.2 Number of youth involved in advocacy activities ¹⁶	3.4.1 0 3.4.2 0	3.4.1 80 Human Rights Clubs Created tbc 3.4.2 TBD in inception	Human Rights Club Membership Forms HRC events pictures	Buy in from schools management and governing bodies
Output 5 relating to outcome 3	3.5 Partnerships with private sector companies have been established to contribute to effective prevention and response to gender-based violence	3.5.1 Number of the private sector companies contributing to prevention and response to GBV ²¹	3.5.1: 2	3.5.1: 5	3.5.1 Pledges by private sectors	Leadership and decision makers within private corporate can share the same goal of the programme, and able to pledge support

20 MIP Number of grassroots civil society organisations benefiting from /reached by EU support, GAP III: Existence of child-friendly, accessible and accountable school mechanisms and systems to take action on reported cases of school related gender-based violence

21 GAP III Extent to which local counterparts (security and justice institutions among others) act to prevent and combat sexual and gender-based violence

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with the Republic of South Africa.

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 48 months.

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

4.3 Implementation of the Budget Support Component

NA

4.4 Implementation Modalities

The Commission will ensure that the EU rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures²².

4.4.1 Grants: (direct management)

(a) Purpose of the grant(s)

To achieve: SO 3: Parents, guardians, community leaders and young people have the capacity to identify, prevent, and respond to gender-based violence in homes, schools, and communities, through a whole of community approach

(b) Type of applicants targeted

NGOs with presence at community level in the four key provinces.

4.4.2 Indirect Management with an entrusted entity

A part of this action may be implemented in indirect management with one or multiple entity/ies, which will be selected by the Commission's services using the following criteria:

- proven record of experiences working in education system as well as GBV prevention and response;
- availability of technical expertise in GBV prevention in education space;
- ability to scale the evidence-based programmes across the targeted areas;
- ability to manage and mitigate programme risks with transparency;

The implementation by this/these entity/-ies entails contributing to the following objectives:

SO 1: To empower learners to recognise, report and prevent GBV in their schools, online and in communities.

SO 2: To create safer, child-friendly schools and communities by establishing effective GBV policies, reporting and referral mechanisms, supported by data-driven policies and interventions for comprehensive GBV prevention and response.

²² 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.

If negotiations with the above-mentioned entity fail, that part of this action may be implemented in direct management in accordance with the implementation modalities identified in section 4.4.1. and the same type of applicants thereof.

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

In case the implementation of the part of the action via direct management through the award of grants as described in section 4.4.1 above cannot succeed due to circumstances outside the Commission's control, the alternative implementation mode will be indirect management with an entrusted entity which should be selected using the criteria defined in section 4.4.2.

4.5 Scope of geographical eligibility for procurement and grants

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

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

4.6 Indicative Budget

	2025
Indicative Budget components	EU contribution (amount in EUR)
Implementation modalities – cf. section 4.4	
Specific Objective 1 Learners are empowered to recognize and prevent GBV in their schools, online and in communities. composed of	
Indirect management with an entrusted entity- cf. section 4.4.2	2 164 669.50
Specific Objective 2 To create safer, child-friendly schools and communities by establishing effective GVB policies, reporting and referral mechanisms, supported by data-driven policies and interventions for comprehensive GBV prevention and response composed of	
Indirect management with an entrusted entity- cf. section 4.4.2	1 335 330.50
Specific Objective 3 To capacitate parents, guardians, community leaders and young people to identify, prevent, and respond to gender-based violence in homes, schools, and communities, through a whole of community approach and data driven interventions composed of	
Grants (direct management) – cf. section 4.4.1	1 500 000
Indirect management with an entrusted entity- total envelope under 4.4.2	3 500 000
Grants – total envelope under section 4.4.1	1 500 000

Evaluation -cf section 5.2	May be cover by other Decision
Audit -cf. section 5.3	May be cover by other Decision
Contingencies	N.A.
Totals	5 000 000

4.7 Organisational Set-up and Responsibilities

The proposed action will have a national level steering committee, as well as provincial level committee meetings to enhance ownership by the national government as the duty bearer and active engagement of the rights holders such as learners themselves. The main objective of the PSC would be to ensure coherence between the activities of the two implementing partners. An annual work plan will be established by both implementing partners and agreed upon at the PSC.

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 and may sign or enter into joint declarations or statements, for the purpose of enhancing the visibility of the EU and its contribution to this action and ensuring effective coordination.

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix. All monitoring and reporting shall assess how the action is taking into account the human rights based approach and gender equality, as well as other mainstreaming elements.

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).

Indicators shall be disaggregated at least by income. All monitoring and reporting shall assess how the action is taking into account inequality reduction. The Distributional Impact Assessment tool (DIA) will be applied, as a data source whenever other sources (national, regional, local data) are not available to monitor whether expected outputs have, to a large extent, benefited socio-economically disadvantaged groups, households and individuals. The DIA can also be performed at the start of the implementation phase to a) locate where the most vulnerable live and target them geographically; b) identify main drivers of inequalities (e.g. reasons for not accessing some services) c) unveil intersectionalities (e.g. bottom 40 income who are women, children etc.)

Roles and responsibilities for data collection, analysis and monitoring:

Baseline assessments, monitoring data and evaluation will be undertaken systematically during the project and at each level of intervention and will inform the approval of further activities by the Project Steering Committee. The log frame will be updated by the support team following the inception period. The support team, in close cooperation with the implementing partners, will assess the need and undertake specific surveys/studies for baselines/targets. An end-line study must be conducted if a baseline study is undertaken.

The contractors/implementing partners will be required to establish baselines and targets at the start of the project, to measure achievement on the indicators and targets. If necessary, the contractors/implementing partners will also undertake data collection and survey.

All activities will be closely monitored and evaluated to assess outputs, outcomes and possible up-scaling to other provinces.

5.2 Evaluation

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

All evaluations shall assess to what extent the action is considering the human rights-based approach as well as how it contributes to gender equality and women's empowerment. Expertise on human rights and gender equality will be ensured in the evaluation teams.

It will be carried out for accountability and learning purposes at various levels (including for policy revision).

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

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination.²³ The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

The evaluation plan (or component in the foreseen evaluation) should assess the distributional impact of activities undertaken on the socio-economically disadvantaged individuals, households or groups. This can be done through the Distributional Impact Assessment tool (DIA). The DIA analysis looks at the effective targeting of beneficiaries of development interventions, identifying if more than 40 per cent of beneficiaries are at the bottom two quintiles of the income or wealth distribution. It also allows to evaluate whether effective targeting has been done towards women, children and youth or other disadvantaged groups (e.g. ethnic minorities) or at territorial level. Expertise on inequality reduction will be ensured in the evaluation teams.

Evaluation services may be contracted under a framework contract.

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.

In line with the 2022 “[Communicating and Raising EU Visibility: Guidance for External Actions](#)”, 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

²³ See best [practice of evaluation dissemination](#)

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 – Selection of “Primary Intervention Reporting” in OPSYS

This Appendix must **not be attached** to the draft Commission Decision, as indicated in Appendix 2.

Appendix 1 serves the purpose to define/select the correct level of “Primary Intervention Reporting” to be made in the system OPSYS, and in particular in the ‘synopsis’ tab related to the action (ACT) corresponding to the Decision.

The primary intervention (PINTV) refers to the development results presented along the structure of a logical framework matrix (logframe) and that will be monitored during implementation. The same PINTV could be linked to one or more legal commitments. Accordingly, it is necessary to make the most relevant choice among the options provided by the system and presented in the table below.

More information on the definition of primary intervention can be found in the wiki [Results & Monitoring - Interventions](#).

The examples provided below do not cover all possible cases and options provided by the system OPSYS. For additional support in the choice of the most suitable option, please contact the FMB: INTPA-AD-RESULTS@ec.europa.eu.

The “Primary Intervention Reporting” choice to be made is (please tick one box, and do not remove other choices):	
<input checked="" type="checkbox"/>	Option 1: Contract(s) level
	Select this option when the contract(s) (CL2) related to this Decision is (are) likely to have its (their) own logframe that will be regularly reported on by the implementing partner. Examples: <ul style="list-style-type: none">- A Decision that includes more than one implementation modalities (i.e. direct and indirect management combined with type of financing: budget support, grant, public procurement, financial instruments)- A Decision in which the implementation modality chosen is: direct management (mode) and grant (type of financing). Following a call for proposals, one or more grants will be awarded. Hence each grant contract will have its own logframe and therefore its dedicated PINTV
<input type="checkbox"/>	Option 2: Group of contracts
	Select this option if two or more contracts derived from this Decision share the same logframe or if one or more contracts derived from this Decision contribute to the logframe of an existing intervention (as long as they are funded under the same financial instrument). It is not possible to group contracts funded via EDF and NDICI. Example: The Decision includes one contract that is a top up to an existing contract funded by another Decision, but belonging to the same financial instrument (i.e. NDICI).