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

**ANNEX 1**

to the Commission Implementing Decision on the financing of the multiannual action plan in favour of the Republic of Uganda for 2022-2024

**Action Document for Gender for Development Uganda (G4DU)**

**MULTIANNUAL PLAN**

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

**1 SYNOPSIS**

**1.1 Action Summary Table**

<b>1. Title CRIS/OPSYS business reference Basic Act</b>	Gender for Development Uganda (G4DU) CRIS reference: NDICI AFRICA/2022/043-920 OPSYS reference: ACT-61036 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
<b>2. Team Europe Initiative</b>	Yes Uganda - Demography and Social Inclusion <sup>1</sup>
<b>3. Zone benefiting from the action</b>	The action shall be carried out in Uganda
<b>4. Programming document</b>	EU Multi-Annual Indicative Programme for Uganda 2021-2027
<b>5. Link with relevant MIP(s) objectives / expected results</b>	<u>Specific objective 3.3</u> : Increased inclusive delivery of basic social services <u>Expected result 3.3</u> : Increased access to basic social services and their impact on demography, human development and the humanitarian-development nexus
<b>PRIORITY AREAS AND SECTOR INFORMATION</b>	
<b>6. Priority Area(s), sectors</b>	Education - 110 Population Policies/Programmes & Reproductive Health - 130 Water supply and sanitation - 140 Government and civil society - 151
<b>7. Sustainable Development Goals (SDGs)</b>	Main SDG: SDG 5 Other significant SDGs: SDGs 3, 4, 6
<b>8 a) DAC code(s)</b>	111, 130, 140, 15180

<sup>1</sup> [Uganda - Demography and Social Inclusion | Team Europe Initiative and Joint Programming tracker \(europa.eu\)](#)

<b>8 b) Main Delivery Channel</b>	11004 - Enabel; KfW 41100 - United Nations			
<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 type="checkbox"/> Human Rights, Democracy and Governance			
<b>10. Markers (from DAC form)</b>	<b>General policy objective @</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Participation development/good governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input 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"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input type="checkbox"/>	<input checked="" 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 @ digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Connectivity @ transport people2people energy	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	digital connectivity		<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BUDGET INFORMATION</b>				
<b>12. Amounts concerned</b>	<p>Budget line(s) (article, item):</p> <p>BGUE-B2022-14.020121-C1-INTPA: EUR 14 115 129</p> <p>BGUE-B2022-14.020121-C7-INTPA: EUR 2 500 000</p> <p>BGUE-B2023-14.020121-C1-INTPA : EUR 43 384 871</p> <p>Total estimated cost: EUR 106 800 000</p> <p>Total amount of EU budget contribution: EUR 60 000 000 (100% will contribute to the Demography and Social Inclusion Team Europe Initiative )</p> <p>The contribution is for an amount of EUR 16 615 129 from the general budget of the European Union for 2022, and for an amount of EUR 43 384 871 from the general budget of the European Union for 2023, subject to the availability of appropriations for the respective financial year following the adoption of the relevant annual budget, or as provided for in the system of provisional twelfths.</p> <p>This action is co-financed in joint co-financing by:</p> <ul style="list-style-type: none"> <li>- German Federal Ministry for Economic Cooperation and Development for an amount of EUR 31 800 000</li> <li>- Belgian Federal Ministry for Foreign Affairs, Foreign Trade and Development Cooperation for an amount of EUR 15 000 000</li> </ul> <p>The commitment of the EU's contribution to the Team Europe Initiative to which this action refers, will be complemented by other contributions from Team Europe members. It is subject to the formal confirmation of each respective member's meaningful contribution as early as possible. In the event that the TEIs and/or these contributions do not materialise, the EU action may continue outside a TEI framework.</p>			
<b>MANAGEMENT AND IMPLEMENTATION</b>				
<b>13. Type of financing</b>	<b>Indirect management</b> with the entities to be selected in accordance with the criteria set out in sections 4.4.1 to 4.4.4			

## 1.2 Summary of the Action

The Gender for Development Uganda (G4DU) Action is a first EU contribution to the Team Europe Initiative (TEI) on demography and social inclusion and will directly contribute to 4 pillars of the TEI. The TEI is composed of 5 pillars that aim to underpin demographic transition and increase social inclusion and gender equality: (i) sexual and reproductive health and rights (SRHR), (ii) fight against sexual and gender-based violence (SGBV), (iii) education for adolescent girls, (iv) water, sanitation and hygiene (WASH); and (v) social protection. The objectives of the Action are: (i) improved inclusive access and participation in schools for adolescent girls, including their transition to secondary level or other learning pathways; (ii) improved opportunities for adolescent girls to learn, in safe and well-managed schools and (iii) increased access to SRHR and reduced incidences of SGBV in schools and communities. In a Team Europe approach, significant funding from both the German and Belgian Federal Governments will complement the EU contribution to increase the scope and impact of the Action.

The Action is composed of 2 components: (i) adolescent girls' education (indicative EU budget: EUR 40 million) and (ii) reducing SGBV and promoting SRHR building on the successful EU-UN Spotlight initiative in Uganda (indicative EU budget: EUR 20 million).

The first component will address some of the key determinants to adolescent girls' education (e.g. financial barriers, WASH facilities in schools, social norms, effective and gender responsive teaching, improved learning environment, improved school management) and for the transition of adolescent girls from primary to secondary school and the re-entry into school of girls who have dropped out, including during pregnancy and after childbirth. The Action will consider the specific challenges to girls given the transgenerational impact of girls' education while contributing to improving the education system more broadly benefiting both boys and girls. The Action will work across primary and secondary school levels but with a focus on the transition from upper primary to lower secondary. Given the expected increase in drop out (especially adolescent girls) as a result of the prolonged school closure during the COVID-19 lockdown, in addition to support their re-enrolment into formal education, opportunities for non-formal education and catch-up learning will be considered, especially among overaged girls, with a view to get girls back into formal schooling wherever possible.

The second component of the Action, building on the ongoing EU-UN Spotlight initiative, will aim at reducing SGBV and promoting SRHR at national and sub-national level, including in and out of schools, through enhanced coordination and support to institutional strengthening for the implementation of laws and policies, engagement of civil society and institutions for equitable social norms, behaviours and attitudes, and enhanced capacities for the delivery of integrated and multi-sectoral prevention and response services. Interlinkages between the 2 components will be fostered, including through age and culturally-appropriate sexuality education in and out schools, the reduction of SGBV in and around schools and SGBV prevention through education.

The Action will focus on specific zones taking into account enrolment rates in secondary, poverty and presence of implementing and other development partners and will build on existing Spotlight districts<sup>2</sup>, including in refugee-based areas with a view of promoting a nexus approach through Commission services and Education Cannot Wait (ECW)-funded actions. While the Action will be targeted at specific regions, the EU will use this entry point to support national level policy dialogue, including around the Global Partnership on Education (GPE)<sup>3</sup> which is funded by more than 50% by the EU and its Member States, and evidence-based advocacy aiming to contribute to structural changes to remove barriers for adolescent girls to stay in school and learn, as well as address the key issues of SGBV and SRHR.

Finally, the Action will support the implementation of the Parish Development Model<sup>4</sup> which is the new approach launched by the Government to implement the National Development Plan<sup>5</sup> as improved social services, including health, education, access to water and sanitation and hygiene and the reduction of SGBV are prerequisites for strengthened productivity and livelihood at parish level.

<sup>2</sup> Amudat, Arua, Kampala, Kasese, Kitgum, Kyegegwa, Terego, Tororo

<sup>3</sup> After a period without GPE funding, progress is being made as Uganda is developing its partnership compact and identifying key policy priorities to transform the sector over the next five years. GPE financial allocation for Uganda is the second largest in the world after DRC: i) USD 4.8 million system capacity grant; ii) USD 160 million System Transformation Grant; and iii) USD 50 million Multiplier allocation grant

<sup>4</sup> <https://molg.go.ug/parish-development-model/>

<sup>5</sup> [http://www.npa.go.ug/wp-content/uploads/2020/08/NDPIII-Finale\\_Compressed.pdf](http://www.npa.go.ug/wp-content/uploads/2020/08/NDPIII-Finale_Compressed.pdf)

This action is labelled as G2 and will contribute to the priority areas<sup>6</sup> of the Country Level Implementation Plan of the Gender Action Plan III<sup>7</sup>.

## 2 RATIONALE

### 2.1 Context

Uganda faces multiple challenging demographic features. These include one of the highest fertility rates in the world (4.7 births per woman), high rates of teenage pregnancies and low transition rate to secondary school. The SRHR landscape in Uganda remains weak with limited health care and social services, and limited knowledge and capacity of service providers.

Uganda declared Universal Primary Education (UPE) in 1997 and abolished school fees and Parents and Teachers Association (PTA) charges in government primary schools. As a result, primary school enrolment increased by 145% in 7 years – from 3.1 million in 1996 to 7.6 million in 2003. While the remarkable increase in primary enrolment should be acknowledged as a significant progress, adequate government funding allocation to effectively implement this policy did not last long. Over the first decade of implementation, the government allocated about 20% of its public expenditure (about 4% of the GDP) to the education sector, which aligns with the recommendation made at the 2015 Incheon Declaration for the national governments to allocate 4 to 6% of their GDP and/or at least 15 to 20% of their total public expenditure to education, with a focus on basic education. However, while the UPE policy is still in place and with the primary gross enrolment reaching around 10.7 million by 2018, government investment into the education sector has gradually declined over the years and currently stands at about 10.5% of government expenditure and 2.3% of GDP. Consequently, access, retention, and learning achievements have stagnated for the past decade. At the current rate of progress, Uganda is not on track to meet the targets of Sustainable Development Goal 4.

Uganda followed the UPE policy with the Universal Secondary Education policy in 2007, the first of its kind in sub-Saharan Africa. Despite this financial barriers remain the main reasons cited for both non-attendance and dropping out of school and have in fact risen from 40% in 2006 to 63% in 2019. Average household expenditure on education, even in poorer sub-regions is high. 77% of secondary schools in Uganda are private schools, but families face cost even in public secondary schools; nationally household expenditure accounts for 62% of total education funding at secondary level. Large increases in access to Primary education, following the implementation of the UPE policy have not translated to Lower Secondary; between 2010 and 2019 primary Gross Enrolment Rate (GER) averaged 111% while Lower Secondary GER fluctuated between 31% and 35%. The survival rates to the last grade of primary in 2019 was 43% for girls, and the intake ratio for the first grade of secondary was just 49%. This is in the context of most girls being overaged for their grade and often the level of education; just 37% of lower secondary aged girls who are in-school are in Lower Secondary, with the majority still in Upper Primary. Primary schools are also providing poor quality education. The latest national assessment of progress in education (FAWE) showed that only 36% and 28% of girls in P6 had reached the minimum proficiency for maths and English, respectively.

A 2020/21-2024/25 Education and Sports Sector Strategic Plan (ESSP) has been drafted by the Ministry of Education and Sports (MoES), based on a sectoral analysis. The ESSP is not yet approved by Cabinet, nor has it been appraised by partners. However, this could form the basis in coming years for dialogue and joint planning. There are a number of relevant policies and guidelines in place (e.g. Gender in Education Policy, National Strategic Plan for violence against children, guidelines for Senior Female and Male Teachers, etc); however, policy implementation has been a challenge. The sector dialogue has some established structures in place, including a Local Education Group and an annual review process. There is an active Education Development Partners Group, through which partners coordinate their work and agree on policy dialogue priorities. There is also on-going work to put in place a new Global Partnership for Education (GPE) country compact, which will be the basis for

<sup>6</sup> Ensuring freedom from all forms of gender-based violence; Promoting sexual and reproductive health and rights; Promoting economic and social rights and empowering women and girls; Advancing equal participation and leadership; Integrating women, peace and security

<sup>7</sup> [https://ec.europa.eu/commission/presscorner/detail/en/IP\\_20\\_2184](https://ec.europa.eu/commission/presscorner/detail/en/IP_20_2184)

significant new funding to the sector (around USD 200 million), and potentially will revitalise and strengthen dialogue and joint planning process.

With some 1.5 million refugees, Uganda hosts the largest refugee population in Africa. Education remains a priority for refugee families. An Education Response Plan was put in place in 2018 by MoES, which sets a framework for the integration of refugees in host communities and the education system more broadly. Over the years, DG ECHO and Education Cannot Wait (ECW) have invested substantial funding to support education in refugee-based areas, including cash for education. While humanitarian funding will continue, the Action will seek to explicitly complement humanitarian funding with for instance supporting the transition of learners previously supported by humanitarian aid from primary to secondary, scaling up accelerated education programmes for over-aged learners or policy dialogue to recognise community schools in refugee based areas.

Uganda has a progressive legislative and policy framework relating to prevention of SGBV<sup>8</sup>. The SRHR policy and legal framework is yet to be consolidated through the finalisation and approval of a SRHR policy and an Adolescent Health Policy. In terms of addressing SRHR in the school environment, progress on the approval of the School Health Policy has been slow. In 2018, the Government launched a framework for sexuality education which aims at empowering young people with information and life skills that are age-appropriate, culturally and religiously sensitive, and that enable them to make safe and healthy life choices on their sexual and reproductive health. The framework is used as a guide to the development of sexuality education curricula, textbooks and programmes. The 2019 Sexuality Education guidelines for in and out-of-school children are yet to be approved. Reporting, Tracking, Referral and Response (RTRR) Guidelines on violence against children in school, adopted in 2014, aim at supporting a violence-free learning environment in school. Guidelines for Prevention and Management of Teenage Pregnancy in education institutions, launched by the Minister of Education and Sports in October 2021, provide second chance to teenage pregnant girls and children mothers to come back to school. In spite of the above, GBV remains widespread throughout the country. The implementation and enforcement of these laws, guidelines and policies remain the biggest challenge. Many of these remain unknown to the majority of the rights holders and some duty bearers. Therefore, the population cannot demand for their rights and those with the responsibility to enforce these laws are at times incapable of enforcing them due to ignorance of the laws and the lack of resourcing for their enforcement. SGBV practices remain majorly “acceptable” to some sections of the population. Likewise, some sections of the population, especially religious leaders, remain resentful of SRHR programmes. The above has been exacerbated by the COVID-19 outbreak. For example, in a study by UN Women and UBOS in 2020 in the middle of the COVID19 pandemic, 47% of the sampled population knew someone who had been a victim of GBV since March 2020. Physical violence was reported at 50% of the known cases, economic violence at 30%, psychological violence at 28%, and sexual violence at 23%.

A sharp increase of teenage pregnancies in the context of the COVID-19 lockdown has attracted political attention and made the issue prominent in the national agenda. The government in partnership with UNFPA and UNICEF launched a national campaign called “Protect the Girl, Save the Nation campaign” which is spearheaded by 3 high-level Ugandan women: the First Lady and Minister of Education, the Vice President and the Prime Minister.

The EU-UN Spotlight initiative to eliminate violence against women and girls in Uganda (2019-2022) has progressed well and has generated a good momentum at national and local government levels. The Action builds on the foundations of the Global Spotlight Initiative and narrows the focus to the specific objective of enhanced SGBV prevention and response, and increased access to and utilisation of multi-sectoral quality SRHR and SGBV services for women and adolescent girls, including in schools.

Several other development partners are active in the areas of education, SGBV and SRHR. Belgium, Ireland, UK, US, the UN and the World Bank are the main development partners in the education sector and most EU Member States are active in the areas of SRHR and SGBV. The implementation of the Action, involving several bilateral and multilateral implementing partners, will create opportunities for synergies with other development partners.

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<sup>8</sup> Domestic violence Act, Trafficking in persons Act, Children Act, Laws on inheritance, Land (Amendment) all have sufficient provisions to protect women and girls

## 2.2 Problem Analysis

Significant population growth (3%) and insufficient investment in human development are not only threatening sustainable development in Uganda, but are exacerbating inequalities, vulnerabilities and pressure on natural resources and jeopardising human development outcomes. The high total fertility rate coupled with a high number of unmet family planning needs (28.4%) will lead to a doubling of the current population (41 million) within the next 25 years. Uganda's population is very young with 75% of the population being less than 30 years old.

Uganda faces significant challenges in the participation of adolescent girls in secondary education. In 2016, the enrolment rate for girls was 25% compared to 29% for boys, with significant variation by region and district. A recent sector analysis notes that in 2016 42.7% of lower secondary age children (13-16) were out of school and over 70% of upper secondary school age students (17-18). Indeed, the sector analysis notes that 69% of adolescent girls have never attended secondary school, which reflects the bottleneck in primary school years with high repetition and drop out, and low levels of transition to secondary.

The financial barriers to education appear to be the number one barrier for access to education. The Uganda National Household Survey 2019/2020 report found that the main reason for 6 in every 10 persons who had left school was the costs associated with education. In Uganda, it is common for families (30% of the families) to borrow to pay for basic education. Even for the poorest families, education remains a priority and education consumes a significant part of their household budget. Households' expenditures for education in Uganda is one of the highest in the world, including for government-aided schools. Many government-aided school facilities send pupils home because parents cannot cope with school fees.

The secondary education per capita grant provided to schools is too low to meet the operating costs and schools continue to charge significant charges to parents. The stagnant enrolment in secondary education for over a decade is a consequence of the declining transition rate from primary to lower secondary education with a gross enrolment rate of 42% in lower secondary and high dropout rates in the last 2 years of primary. Uganda has also seen a drop in learning outcomes pointing to a decrease in the quality of education.

Over the past 5 years, access to safe water in Uganda has stagnated between 65%-69%<sup>9</sup> despite continuous investments in new infrastructure. This stagnation is attributed to population growth over the same period which does not match the volume of investment required. Unreliable and inequitable water supply, poor operations and maintenance of existing infrastructure, especially at institutional level and inadequate funding to the sector compound the problem. In particular, the situation of WASH in schools is not meeting national standards which are critical to children staying in school and keeping healthy. According to a national survey conducted by UNICEF only 58% and 42% of primary and secondary schools respectively have access to water. Lack of access to adequate WASH facilities and related proper menstrual hygiene management in schools is a significant barrier to education for adolescent girls.

Another well-documented cause of girls dropping out of school, particularly at secondary school level, is pregnancy and early marriage. The broader environment of safety for girls in and around school and the prevailing support they receive, the attitudes of communities to support girls' education are often not conducive to keeping girls in school.

In spite of progress made towards a more robust legal and policy framework for gender equality and empowerment, a significant gap remains between the laws and policies on one hand and the reality of women's and girls' lives on the other. The impact of violence against women and girls translates into drawbacks on human capital development and at worst loss of lives. Violence in and around schools is also prevalent in Uganda. A survey<sup>10</sup> conducted by the MoGLSD in 2018 indicated that one in three girls (35%) and one in six boys (17%) between the ages of 18 - 24 reported experiencing sexual violence during their childhood. A similar 2021 survey<sup>11</sup> by the Forum for African Women Educationalists (FAWE) reveals that of 10-14 years old children, 40% report schools as a place where

<sup>9</sup> Source: water and environment sector performance reports

<sup>10</sup> Uganda violence against children survey - findings from the national survey by the Ministry of Gender, Labour and Social Development, August 2018

<sup>11</sup> Research findings on the situation of, and impact of COVID-19 on school going girls and young women in Uganda, April 2021

they have experienced physical violence and 17% sexual violence. Between 4% and 19% of girls who have dropped out of education cite pregnancy as the reason. This is a particular challenge for the poorest rural girls, where 27% between the ages of 15-19 have begun childbearing, and yet this is the group less likely to report experience of violence by non-partners.

High rates of school drop-out, low secondary education completion rates, especially among girls, gender stereotypes and harmful practices, and low availability of sexual and reproductive health services contribute to the high fertility rates and high rates of teenage pregnancies. Although a sexuality education programme in schools was launched in 2019, modalities for its implementation and rollout across the country are yet to be put in place.

Customary practices such as early marriage, female genital mutilation, courtship rape, intimate partner violence, wife inheritance, lack of inheritance or land ownership by girls and widows are all highly prevalent and are compounded by restrictions in accessing SRHR services and low levels of literacy especially among vulnerable populations including refugees and adolescents and young people. The impunity for violence is also reinforced by gender biases in the school system and teaching methods.

Overall, government institutions, including education, health, social welfare, legal aid providers, police, prosecutors, the judiciary, and immigration/border officials still face human resource, technical and financial gaps that negatively impact on their ability to render quality SGBV response services to women and girls. The existence of multiple data management systems contributes to duplication and loss of integrity in the outputs of SGBV management information systems and hinders tracking of SGBV cases along the continuum from the point of reporting up to conviction of perpetrators.

The low levels of learning outcomes, including for adolescent girls, are driven by a number of systemic barriers. Not least of these, the poor quality of teaching and the out-dated curriculum. Reforms to the secondary curriculum have been undertaken, to reduce the number of subjects, improve the relevance, and refocus the pedagogical approaches to be more student-centered. However, the teacher workforce lacks the skills and knowledge needed to implement the curriculum at secondary level and particularly in more remote, poorly resourced schools. Teachers also lack the knowledge and skills to manage classroom teaching in a gender-responsive way (e.g. avoid gender stereotypes; give equal priority to boys and girls). Poor quality and relevance of teaching can be another reason for girls to drop out, feel unsafe and for their poor performance in learning assessments. In part, this is also a reflection of the broader school management environment; schools need to have improved leadership and management, which focuses on quality and inclusive instruction, and on ensuring schools are safe spaces.

The main stakeholders of the Action are the Ministry of Gender, Labour and Social Development (MoGLSD), Ministry of Education and Sports (MoES), Ministry of Health (MoH), Ministry of Water and Environment (MWE), Ministry of Finance, Planning and Economic Development (MoFPED) and District local governments (DLGs). Other stakeholders include Civil Society Organisations (CSOs) engaged in education, SGBV, SRHR, religious and traditional leaders, teachers, schools management, parents and local communities. There are established forums and processes for policy dialogue in the sector, including a well-established Development Partners Group, which the EU will aim to play an active role in. The Action will seek strong involvement of the authorities at national and local levels to foster ownership and sustainability.

The Action will work around the Parish Development Model, particularly the Parish Development Committees, and involve district education authorities, community services department at the district and sub-county levels, as well as local council leaders at various levels. The Spotlight Civil Society National Reference Group will continue to facilitate and oversee liaison with CSOs and participate in the Spotlight National Steering Committee.

### 3 DESCRIPTION OF THE ACTION

#### 3.1 Objectives and Expected Outputs

Overall Objective:

To empower adolescent girls and women through greater access to inclusive quality education and through knowing and exercising their sexual and reproductive health and rights and to free them from SGBV.

### Specific Objectives:

1. To improve inclusive access and participation in schools for adolescent girls, including their transition to secondary level or other learning pathways;
2. To improve opportunities for adolescent girls and boys to learn in safe, well managed and gender-responsive schools and;
3. To enhance SGBV prevention and response and increase access to integrated SRHR and SGBV services for women and adolescent girls in schools and communities.

### Expected Outputs:

- 1.1: Enhanced water, sanitation and hygiene infrastructure, and related knowledge and skills for improved sanitation and hygiene practice in primary and secondary schools and their local communities;
- 1.2: Reduced financial barriers to primary and secondary schools for adolescent girls, including complementarity with cash for education support funded by DG ECHO;
- 2.1: Strengthened capacity of local governments, communities and schools to extend learning opportunities for adolescent girls, including teenage pregnant girls and child mothers, and boys who have dropped out of school or who are overage and at risk of dropping out;
- 2.2: Enhanced capacity of secondary school teachers to improve learning for adolescent girls;
- 2.3: Improved capacity of secondary school management for improved teaching quality and safe learning environments for adolescent girls;
- 3.1: Strengthened capacity of institutions to implement and monitor laws, policies and plans addressing SGBV and improving SRHR at national and sub-national levels;
- 3.2: Enhanced awareness of gender equitable social norms, attitudes and behaviours that prevent SGBV and advance SRHR in schools, communities, institutions and refugee settlements;
- 3.3: Women and in and out of school adolescent girls have improved access to quality multi-sectoral integrated SRHR and SGBV information and services.

## 3.2 Indicative Activities

### Output 1.1:

- New construction, rehabilitation and expansion of water supply systems including last mile connection to schools, health centres and public stand post;
- Construction and improvement of school sanitation facilities including menstrual hygiene management facilities and faecal sludge treatment plants;
- Strengthening of school operations and management systems for WASH including linkages with national utilities, school management committees and district education offices;
- Hygiene promotion and sensitization campaigns, including formation and training of school health clubs fostering an intersectoral approach with links to SRHR, SGBV and social norms.
- Targeted capacity building measures for water utility operators, water user committees and schools, management committees on operations and maintenance.

### Output 1.2:

- Design and implement the primary school performance-based grant model in target districts to enable schools to improve retention of girls in upper primary (P4-P7) and completion of primary education by girls;
- Implement cash support programme for adolescent girls to improve access and retention in secondary education up to S4;
- Strengthen education system at national and district levels to build an enabling environment for the retention of adolescent girls in upper primary and their access and transition to secondary education in target districts;

- Evidence-based research and lessons learnt on new models of supplementary financial support to schools and scholarship/cash transfer to support advocacy to address financial barriers to primary and secondary schools

#### Output 2.1:

- Local Government (District, Sub-county and Parish) and district education officers' capacity is built on identification of out-of-school adolescent girls and boys and community mobilisation for return of adolescent girls to learning (data, planning and coordination support at district level);
- Provision of integrated early childhood development and childcare services, including the possibility of nursery schools, early childhood development (ECD) centres, or at home childcare to support out-of-school child mothers with return to learning and successful completion of accelerated education;
- Provision of accelerated education for most marginalised adolescents' girls and boys, including teenage pregnant girls and child mothers, in target districts;
- Provision of alternative education and skilling pathways for marginalised adolescents' girls and boys in target districts;
- Address socio-cultural norms with a focus on right-holders by influencing girls' and parents' perceptions about benefits of education, increasing aspirations, tackling negative gender norms and harmful stereotypes, and working on positive masculinity in complementarity with output 3.2.

#### Output 2.2:

- Co-create innovative Continuous Professional Development (CPD) and training modules for teachers, including the use of technology, in a participatory approach with MoES, Uganda National Institute for Teacher Education (NITE), National Teacher Colleges (NTCs), and schools focusing on gender responsive pedagogy (e.g. biases, gender stereotyping, social norms, positive masculinity, women leadership), active learning & teaching, new secondary school curriculum (STEAM), life skills & transition to work;
- Test CPD delivery modalities, including hybrid and digital approaches to CPD, to harness the potential of the digital transformation;
- Evaluate, document, and share lessons learnt with a view on scaling best CPD models in collaboration with MoES;
- Invest in creating a conducive learning environment, including classrooms, libraries, teacher accommodation, materials and labs to support the roll-out of the new secondary school curriculum, which could include education to sustainable development.

#### Output 2.3:

- Strengthen accountability and community engagement for quality education through capacity development for Parent Teacher Associations (PTAs), School Management Committees (SMCs) and school managers including design, testing, delivery and scaling up of training modules and best practice in collaboration with MoES;
- Raise awareness and develop gender sensitivity with students, teaching staff and school leadership as well as strengthen the capacity of inspection and support services at district and central level;
- Support school management teams in planning & budgeting effectively to boost quality and access, as well as planning for a larger number of girls (and boys) attending school;
- Raise awareness and develop gender sensitivity with education officers/services;
- Invest in creating a safe learning environment for girls & boys, including safe dormitories, fencing, lighted walkways, study, and recreation areas.

#### Output 3.1:

- Strengthen the capacity of national and subnational institutions (Government, District Local Governments and Parish Development Committees) in gender and equity planning and reporting, and increased financing for effective delivery of services for prevention of SGBV, violence against children, harmful practices and the promotion of SRHR;
- Strengthen multi-sectoral coordination and referral mechanism at national and subnational level for SGVB prevention and response and access to SRHR;

- Strengthen the capacity of key line ministries to establish a harmonized data system on SRHR and SGBV to inform policy, planning and decision-making.
- Support the development of action plans, regulations and guidelines that ensure financing of selected policies and laws that promote access to SRHR and prevent SGBV.

#### Output 3.2:

- Strengthen institutions, CSOs and schools to implement evidence-based (from current Spotlight programme) mobilization approaches for the elimination of discriminatory gender social norms and practices that cause SGBV and impede SRHR in schools, communities and refugee settlements;
- Scale-up/roll out evidence-based life skills education, social behaviour change and male engagement programmes that empower women and girls and promote gender-equitable norms ;
- Mobilize and strengthen the capacity of non-state actors, religious leaders, cultural institutions, and communities to undertake advocacy and community mobilization for gender transformation and elimination of discriminatory gender and social norms and practices that cause SGBV and inhibit SRHR in schools, communities, and refugee settlements.

#### Output 3.3:

- Strengthen the capacity and coordination of national and sub-national service providers and institutions to plan, finance and deliver quality multi-sectoral integrated SRHR and SGBV services;
- Engage and capacitate Parish Development Committees as duty bearers for addressing SGBV and SRHR, and empower women and in and out of school adolescent girls to demand and utilize SRHR and SGBV services through accountability platforms and processes;
- Support the provision of age and culturally-appropriate sexuality education for in and out of school adolescents and those in refugee settlements, in line with international standards for in and out of school settings.

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

### 3.3 Mainstreaming

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

##### Outcomes of the SEA screening

Not applicable

##### Outcomes of the EIA (Environmental Impact Assessment) screening

The EIA (Environment Impact Assessment) screening classified the action as not requiring an EIA, but for which environment aspects will be addressed during design. Basic EIA screening for the activities related to new construction, rehabilitation and expansion of water supply systems may be conducted as needed in order to confirm that no adverse impact is expected.

##### Outcome of the CRA (Climate Risk Assessment) screening

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

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

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G2. This implies that gender equality is the principal objective of the Action.

### **Human Rights**

The Action promotes the right to education. With a focus on adolescent girls, sexual and reproductive health rights will be promoted through interventions designed to support their physical, emotional and mental well-being. Women and girls who experience gender violence may suffer from different human rights violations, for example the right to life and freedom from degrading treatment, discrimination and the right to safety and security. The present Action aims at reducing the incidence of those human rights violations in Uganda but also the prevalence of early pregnancy and forced as well as other harmful practices that disproportionately affect women and adolescent girls. The Action will address intersectionality and multiple vulnerabilities, particularly those emanating from disability or refugee status.

### **Disability**

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that inclusion of persons with disabilities is a significant objective of the Action. Raising awareness on the needs of women and girls with disabilities will be a core activity and promoting inclusive education and providing rights-based and gender-responsive services to address SGBV and SRHR for women and young persons with disabilities will be emphasized throughout the implementation of the Action.

### **Democracy**

The Action will contribute to the education sector which is a key pillar of any democratic society and to an improved working relationship between communities, civil society, central and local governments by fostering dialogue and joint action towards strengthening education and addressing SGBV and SRHR awareness and service delivery gaps. These activities will aim to strengthen relationships between right holders and duty bearers for enhanced democratic governance.

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

The Action will apply a conflict-sensitive approach and implement the do-no-harm principle. A particular focus will be given to: (i) the attitudes and norms of the schools and communities regarding SGBV and SRHR, (ii) the access to quality services for SRHR and the survivors of SGBV and (iii) an analysis of the conflict and gender dynamics around SGBV in the target communities and the potential negative effects of interventions, namely whether these could increase tension in the community or endanger the target groups. The Action will also support refugees and their host communities and contribute to peace and resilience by promoting access to WASH, education, SRHR and reduction of SGBV. Men and boys will also be supported and their positive engagement will be promoted through the different components of the Action.

### **Disaster Risk Reduction**

At community level, a major factor increasing the threat to water supply and sanitation systems comes from soil degradation. Soil erosion and increased runoff of rainwater reduce aquifer recharge capacity and increasingly threaten the sources that feed small rural water systems. While the mandate of community-based committees is usually limited to maintain and manage the water supply system, the Action will support the expansion of their mandate and capacities to address micro-watershed management as well.

### **Other considerations if relevant**

The Action will embrace the opportunities for leveraging digitalized processes and services that are relevant for education, SRHR and SGBV related services. The respective activities will both aim at enhancing the demand side (e.g. empowering adolescent girls to voice their needs or report their vulnerability and harm; build capacity of teachers, teacher educators and education officers for hybrid and digital CPD) as well as strengthening the digital infrastructure required to deliver or make use of the services.

## 3.4 Risks and Lessons Learnt

<b>Category</b>	<b>Risks</b>	<b>Likelihood</b>	<b>Impact</b>	<b>Mitigating measures</b>
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1: External environment	The impact of the 2020-2021 school closure and the risk of new closures due to COVID-19.	<b>High</b>	<b>High</b>	Support to pregnant teenagers and child mothers, accelerated education programmes and alternative education pathways.
2: Planning, processes and systems	Lack of coherence/ integration between the components of the Action implemented by different implementing partners.	<b>Medium</b>	<b>Medium</b>	The EU Delegation will foster joint formulation, implementation and geographical convergence among implementing partners. A steering committee will also be established.
2: Planning, processes and systems	Poorly functioning education management information systems (EMIS), with last available data from 2017.	<b>High</b>	<b>Medium</b>	Dialogue with the education partners group, and forthcoming GPE support. It is expected that this will be a priority for dialogue.
3: People and the organisation	Underfunding of the supply side of education (e.g. lack of teachers, classrooms)	<b>High</b>	<b>High</b>	Policy and political dialogue in coordination with other development partners, including based on evidence generated by the Action (e.g. financial support to schools and adolescent girls).
3: People and the organisation	Exclusion of boys / men from the action	<b>Medium</b>	<b>Medium</b>	A balanced approach between specific support to adolescent girls and a broader enhancement of the learning environment will be promoted; men and boys will be engaged in SGBV prevention, access to SRHR and sexuality education.

**Lessons learnt:**

Experience has shown that provision of WASH services limited to schools is not only unsustainable but to a large extent brews conflicts with the host community population. The community will often intrude into the school to collect water thus disrupting the school program and most often vandalising the WASH facilities. Moreover, children always require safe water whether at school or back home. With Uganda's well-known family and gender role of children and women being the primary water collectors, it's crucial that a holistic approach is implemented to save these groups from the burden of water collection. This will avail time for the children to attend school and reduce conflict between school management and the community. Operation and maintenance of WASH infrastructures has been problematic in the past. Project implementation needs therefore to strengthen the government's asset ownership and effective operations and maintenance towards a higher reliability and longevity of WASH investment.

Scholarships for the most vulnerable adolescent girls - including those affected by COVID-19 - can boost and enhance their access and re-entry to school. However, scholarship per se may not result in enhancing retention and transition. Following the whole-school approach, new models of support are required for addressing the financial barriers to primary and secondary school for adolescent girls - with additional set of activities focused on making schools safe and the provision of extracurricular life-skills education to build competencies of adolescents' girls. Cash transfer programmes for education need to take into account not only the out-of-pocket expenses that are a barrier for accessing education but also opportunity costs of education faced by girls and families which relate to the lost time spent on domestic work, caregiving or agricultural labour. Cash transfer programmes that additionally target households with financial assistance are often used to counter this. Opportunity costs may also extend to socially determined expectations of girls' reproductive value or the forgone financial benefits to families of early/child marriage. There is positive experience of combining cash transfers for education with holistic programming to address social and gender norms factors that are barriers to education.

UNICEF's experience of implementation of Accelerated Education Programming (AEP) in 14 centres in refugee hosting districts in Uganda show that AEP is an effective approach in bringing over-aged adolescents back to school.

It is in line with a national guideline on AEP adopted by the Ministry of Education and Sports (MoES) and is also included as recent in the adopted National Inclusive Education Policy. In the COVID-19 Education response plan, AEP was acknowledged as a proven alternative learning pathway that allows bringing Out-of-School Children (OOSC) back to school. Small number of AEP learners transitioned to formal secondary education in the UNICEF targeted centres. The evidence shows that addressing restrictive social norms increases the probability of girls returning to education. Experience of alternative skilling pathways with focus on transferable skills (soft skills), including digital skills, shows high relevance to the over-aged adolescent girls that have low probability of coming back to school. UNICEF implemented successfully such skills training programmes in a number of countries within the non-formal education, coming to the education system through a side door, and has sufficient evidence on their positive effect on successful transition of girls to work life.

When it comes to teaching and learning, experience has shown that increasing access and lifting barriers is vital to participation and retention but not systematically leads to improvements in learning achievement; going to school does not equal learning. In addition to improved access, proper attention must be given to the teacher's competencies and professional development as well as access to learning materials, and effective acquisition of basic and life skills. It is also observed that externally induced change programmes do not necessarily lead to the desired results if local actors and beneficiaries are not part of the intervention cycle. Co-creation, or design with the users, is a time-intensive investment but is equally rewarding as they contribute significantly to behavioural change and sustainability. When working at local or school levels for improved service delivery it is important to look into the governance aspects of the school system. Primary schools are predominantly managed at local and district level, while for secondary schools the central level takes a larger share in decision-making, resulting in different strategies and decision-making. Institutional anchorage within the central ministry might facilitate project implementation but does not guarantee institutionalisation nor scaling up of the innovations. Early involvement, participation from all levels, sustained support, routine monitoring (rather than periodical assessment) and tackling misconceptions are vital to influence policy making and large scale impact.

Several lessons learnt can be drawn from the ongoing EU-UN Spotlight Initiative in Uganda. The initiative has shown the importance of a whole-of-government and a whole-of-society approach and that impact increases through delivery of an integrated package addressing health, education, justice, social-economic/livelihood and psychological needs of women and girls. The role of CSOs, including grassroots organisations, in shaping norms and in service delivery and their ability to reach out to the beneficiaries is also important and schools have proved to be a relevant platform for integrated SRHR services and prevention of SGBV. The Action will build on the current Spotlight programme. The success of the MoGLSD's expansion of the SafePal App to 70 districts, and its integration with the national GBV database system and the SAUTI helpline, provide a basis for more streamlined data generation. The experience of the 35 domestic violence action coalition members that were supported and successfully lobbied for the promulgation of the Succession Amendment Bill, the Employment Bill, and the Sexual Offences Bill (SOB) provided lessons that shall inform the strategy for re-engagement on the SOB. Special GBV court sessions proved to be effective in facilitating the speedy disposal of cases and reducing case backlog, enhancing perpetrator accountability, and contributing to ending impunity. The Action will build on the 86% increase in case disposal by monitoring the continued application of the skills learnt in the current programme and increasing the provision of decentralised legal assistance. The work with religious and cultural institutions yielded a high dividend, and the Action will build on their commitments with action plans for the enforcement of ordinances whose development was supported by the current Spotlight Initiative. Coordinated approaches shall continue to be facilitated through platforms like the national GBV Reference Group and the Medico-Legal Technical Working group, which shall be used to bring together all the GBV and SRHR programmes in Uganda. The report on the status of implementation of the 2016 Country Report on Persons with Disability by the National Council for Persons with Disabilities (NCPD) shall be used to design appropriate interventions. The same will be done for the Equal Opportunities Commission's Gender and Equity Guidelines for Local Governments, which, together with the National Planning Authority's benchmarks Public Finance Management Act (PFMA, 2015), shall be used to enhance SGBV responsive planning and budgeting compliance especially at Local Government level.

### 3.5 The Intervention Logic

If inclusive access to quality education and participation and retention within safe and well managed schools are improved for adolescent girls and if women and adolescent girls have better access to and utilisation of quality SRHR

and SGBV services, then women and adolescent girls, including in refugee-based areas and with disabilities, will be empowered and the potential for Uganda's demographic dividend will increase.

More specifically, if WASH services are improved for schools and communities then improved Menstrual Hygiene Management (MHM) conditions at school and home and sexual and reproductive health for adolescent girls and women, a clean environment for the adolescent girls will enable their retention and progress in schools and promote self-esteem, workload (water collection time) at home will be reduced and time for educational activities increased; conditions for inclusive socio-economic development will be more favourable and the vulnerability of women and girls to SGBV will be reduced. Furthermore, if sustainable access to WASH services is guaranteed to all children of school going age, then the prevalence of diarrheal diseases and absenteeism from school will be reduced, the vulnerability to other diseases and infections (e.g. COVID-19) will be reduced, the burden of health expenditures to vulnerable families will be reduced and the chances for continuous learning of the child will be raised.

Second, if the low capitation grants to primary schools are increased and unconditional and performance-based grants provided to promote education for adolescent girls, if adolescent girls and their families are supported financially through differentiated packages including in complementarity with cash for education support funded by DG ECHO and if communities, schools and local government are involved in that support then the primary barrier for non-attendance is reduced; stakeholders' commitment for education for adolescent girls is strengthened; schools can develop and execute their own strategies to improve access to education and are less reliant on supplementary and inadequate Parent Teacher Associations (PTAs) funding; and evidence on the use of social protection for education outcomes is generated as well as insight into appropriate levels of funding for schools for advocacy and policy dialogue.

Third, if Local Governments' capacity is built on identification of out-of-school adolescent girls and boys and community mobilised for return of adolescent girls to learning, if provision of integrated early childhood development and childcare services are developed, if accelerated education programmes building on humanitarian approaches in Uganda and alternative education pathways are expanded and if negative socio-cultural barriers are addressed then teenage pregnant girls and child mothers and boys who have dropped out of school, who are overage or at risk of dropping out will return to learning.

Four, if teaching staff are motivated and competent, supported in their professional development through continuous professional development and have access to quality learning materials, if school principals and pedagogical and administrative managers have increased capacities to monitor learning and ensure quality learning, if gender responsive teacher methodologies is promoted among teachers and school leaders and if PTAs, School Management Committees, and District Education Services are supported to ensure inclusive access and participation in school for adolescent girls then effective learning and academic achievement and transitioning from primary to secondary education of adolescent girls will be increased.

Lastly, if national and subnational institutions are strengthened for increased delivery of quality SRHR and SGBV services, if an harmonized data system on SRHR and SGBV informs policy, planning and decision making, if related laws and policies are implemented within a context where women and girls are empowered, if there are shifts towards positive and equitable social norms, attitudes and behaviours on SGBV and SRHR in schools and communities, including with men and boys, if the capacities of national and sub-national service providers to deliver quality integrated SRHR and SGBV services are increased, if the capacities of women and in and out of school adolescent girls to demand and utilize SRHR and SGBV services are increased including through sexuality education and accountability platforms then cases of SGBV in and out of schools will be reduced; there will be an uptake and use of SRHR and SGBV services and schools will be safer with an increase in the retention of adolescent girls in education.

### 3.6 Logical Framework Matrix

This indicative logframe constitutes the basis for the monitoring, reporting and evaluation of the intervention.

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

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

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

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

Results	Results chain (@): Main expected results (maximum 10)	Indicators (@): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
<b>Impact</b>	To empower adolescent girls and women through greater access to inclusive quality education and through knowing and exercising their sexual and reproductive health and rights and to free them from SGBV	1. Primary (P7) completion rate (girls)  2. Transition rate to S1 (girls)  3. Net secondary school enrolment rate (girls)  4. Percentage of women aged 15-19 years who have begun childbearing (rural)  5. Proportion of girls aged 15 to 19 years who have experienced physical or sexual or emotional violence by any husband/partner in the past 12 months	1. 60% (2017)  2. 60.5% (2017)  3. 29% (2019/20)  4. 22.7% <sup>12</sup> (2020)  5. 28.6% (2020)	1. 65% (2026)  2. 65% (2026)  3. 35% (2026)  4. 15% (2026)  5. 20% (2026)	1. Education Management Information System (EMIS)  2. EMIS  3. EMIS  4. EMIS  5. EMIS	<i>Not applicable</i>
<b>Outcome 1</b>	Improved inclusive access and participation in schools for adolescent girls, including their transition to secondary level or other learning pathways	1.1 Primary (P7) completion rate (girls) in target sub-regions  1.2 Transition rate to S1 (girls) in target sub-regions  1.3 Net secondary school enrolment rate (girls) in target sub-regions  1.4 GERF <sup>13</sup> 2.36 # of students enrolled in education with EU support, disaggregated by level and sex in targeted sub-regions	1.1 TBD  1.2 TBD  1.3 TBD  1.4 0 (2022)	1.1 TBD  1.2 TBD  1.3 TBD  1.4 50,000 (2026)	1.1 Education Management Information System (EMIS)  1.2 EMIS  1.3 EMIS  1.4 EMIS	The school enrolment of adolescent girls is correlated with demographic dividend.

<sup>12</sup> Spotlight Initiative Uganda Baseline Study Report 2020

<sup>13</sup> Global Europe Results Framework

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
<b>Outcome 2</b>	Improved opportunities for adolescent girls and boys to learn in safe, well managed and gender responsive schools	<p>2.1 Proportion of students at the end of lower secondary (S4) education achieving at least a minimum proficiency level – READING (disaggregated by sex)</p> <p>2.2 Proportion of students at the end of lower secondary (S4) education achieving at least a minimum proficiency level – MATHS (disaggregated by sex)</p> <p>2.3 % of schools meeting Basic Requirements and Minimum Standards (BRMS), disaggregated by Universal Primary- (UPE) and Secondary (USE) schools</p> <p>2.4 % of teachers in target schools / districts implementing new knowledge in their classrooms, including gender-responsive pedagogy</p> <p>2.5 # of Out-Of-School (OOS) children / adolescent girls in the targeted districts who re-enter school or enrol in alternative education pathways with EU support</p> <p>2.6 % of students that feel safe at school (disaggregated by sex)</p>	<p>2.1 Girls: 48.5 Boys: 49.8 (2014)</p> <p>2.2 Girls: 33.7 Boys: 48.7 (2014)</p> <p>2.3 TBD (2022)</p> <p>2.4 TBD (2022)</p> <p>2.5 TBD (2022)</p> <p>2.6 TBD (2022)</p>	<p>2.1 Girls: 55.0 Boys: 55.0 (2026)</p> <p>2.2 Girls: 42.0 Boys: 55.0 (2026)</p> <p>2.3 TBD (2026)</p> <p>2.4 TBD (2026)</p> <p>2.5 TBD (2026)</p> <p>2.6 TBD (2026)</p>	<p>2.1 Education Management Information System (EMIS)</p> <p>2.2 EMIS</p> <p>2.3 EMIS</p> <p>2.4 Base- and end line surveys of EU-funded interventions</p> <p>2.5 Base- and end line surveys of EU-funded interventions</p> <p>2.6 Base- and end line surveys of EU-funded interventions</p>	The school environment quality is correlated to learning outcomes.

<b>Outcome 3</b>	Enhanced SGBV prevention and response and increased access to integrated SRHR and SGBV services for women and adolescent girls in schools and communities	3.1 Proportion of girls aged 15 to 19 years with unmet need for family planning	3.1 30.4% (2016)	3.1 25% (2026)	3.1 Uganda Demographic and Health Survey (UDHS)	Improved access to youth-friendly SRHR services and the community-based prevention of SGBV are key determinants for gender equality and demographic dividend.
		3.2 Proportion of girls (15-19 years) who make their own informed decisions regarding sexual relations	3.2 77.2% (2020)	3.2 85% (2026)	3.2 UDHS	
		3.3 GERF 2.34 # of women of reproductive age using modern contraception methods with EU support	3.3 TBD (2020)	3.3 TBD (2026)	3.3 Base- and end line surveys of EU-funded interventions	
		3.4 Percentage of girls that are aged 20-24 years married before the age of 18	3.4 24.9% (2020)	3.4 20% <sup>15</sup> (2026)	3.4 UDHS	
		3.5 Proportion of ever partnered girls aged 15 years and older subjected to physical, psychological violence by a current or former intimate partner in the previous 12 months	3.5 59.4% <sup>14</sup> (2020)	3.5 30% (2026)	3.5 UDHS	
		3.6 GERF 2.37 # of people benefitting from EU-funded interventions to counter sexual- and gender-based violence	3.6 TBD (2022)	3.6 TBD (2026)	3.6 Base- and end line surveys of EU-funded interventions	

<sup>14</sup> Spotlight Initiative Uganda Baseline Study Report 2020

<sup>15</sup> Target set for in National Report on Implementation of the Beijing Declaration and Platform for Action 2019, page 125

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
<b>Output 1.1</b>	Enhanced water, sanitation and hygiene infrastructure, and related knowledge and skills for improved sanitation and hygiene practice in primary and secondary schools and their local communities	1.1.1 # of people (community and school going children) with access to a safely managed water point, disaggregated by sex	1.1.1 0 (2022)	1.1.1 255 000 (2026)	1.1.1 Base- and end line surveys of EU-funded interventions	A functional partnership between national utilities, districts and school management committees.
		1.1.2 # of school going children with access to a safely managed sanitation facility, disaggregated by sex	1.1.2 0 (2022)	1.1.2 174 000 (2026)	1.1.2 Base- and end line surveys of EU-funded interventions	
		1.1.3 # of adolescent girls with access to menstrual hygiene management facilities at school	1.1.3 0 (2022)	1.1.3 TBD (2026)	1.1.3 Base- and end line surveys of EU-funded interventions	
		1.1.4 # of schools with adequate and functional handwashing facilities	1.1.4 0 (2022)	1.1.4 255 (2026)	1.1.4 Base- and end line surveys of EU-funded interventions	
		1.1.5 # of school health clubs and school management committees formed and trained	1.1.5 0 (2022)	1.1.5 765 (2026)	1.1.5 Base- and end line surveys of EU-funded interventions	

<b>Output 1.2</b>	Reduced financial barriers to primary and secondary school for adolescent girls, including complementarity with cash for education support funded by DG ECHO	1.2.1 # of adolescent girls supported in target schools (disaggregated by upper primary: P6, P7)	1.2.1 0 (2022)	1.2.1 TBD (2026)	1.2.1 Base and end line surveys of EU-funded interventions	A mechanism for defining and applying eligibility criteria can be established.
		1.2.2 # of adolescent girls that received subsidies, scholarships, grants or social assistance from EU-funded interventions to attend lower secondary (S1-S4) school in target districts	1.2.2 0 (2022)	1.2.2 5 000 (2026)	1.2.2 Base and end line surveys of EU-funded interventions	
		1.2.3 # of adolescent refugee girls whose families have been supported through unconditional cash transfers by EU-funded interventions (disaggregated by girls in upper primary/lower secondary grades)	1.2.3 0 (2022)	1.2.3 TBD (2026)	1.2.3 Base and end line surveys of EU-funded interventions	
		1.2.4 # of research / evidence outputs produced, which are disseminated within MoES and to broader sector stakeholders with support of the EU-funded intervention	1.2.4 0 (2022)	1.2.4 2 (2026)	1.2.4 Base and end line surveys of EU-funded interventions	

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
<b>Output 2.1</b>	Strengthened capacity of local governments, communities and schools to extend learning opportunities for adolescent girls, including teenage pregnant girls and child mothers, and boys who have dropped out of school or who are overage and at risk of dropping out	<p>2.1.1 # of out of school children and adolescents in the reporting year who accessed alternative education with support of the EU-funded intervention</p> <p>2.1.2 # of out of school adolescents in the reporting year who completed non-formal skills training with support of the EU-funded intervention (disaggregated by sex)</p> <p>2.1.3 # of refugee children who accessed the accelerated education programmes (AEP), condensing the 7-year primary education cycle into 3 levels with support from the EU-funded intervention, disaggregated by sex</p> <p>2.1.4 # teenage pregnant girls and child mothers that continue learning with support of the EU-funded intervention</p> <p>2.1.5 # of districts with infrastructure for identification of Out-of-School Children (OOSC) provided by the EU-funded intervention</p>	<p>2.1.1 0 (2022)</p> <p>2.1.2 TBD (2022)</p> <p>2.1.3 TBD (2022)</p> <p>2.1.4 TBD (2022)</p> <p>2.1.5 TBD (2022)</p>	<p>2.1.1 2 000 (2026)</p> <p>2.1.2 TBD (2026)</p> <p>2.1.3 TBD (2026)</p> <p>2.1.4 TBD (2026)</p> <p>2.1.5 TBD (2026)</p>	<p>2.1.1 Base and end line surveys of EU-funded interventions</p> <p>2.1.2 Base and end line surveys of EU-funded interventions</p> <p>2.1.3 Base and end line surveys of EU-funded interventions</p> <p>2.1.4 Base and end line surveys of EU-funded interventions</p> <p>2.1.5 Base and end line surveys of EU-funded interventions</p>	A conducive working relationship can be sustained with the District Governments, schools and communities

<p><b>Output 2.2</b></p>	<p>Enhanced capacity of secondary school teachers to improve learning for adolescent girls</p>	<p>2.2.1 % of school teachers in target schools that have completed their CPD training plan with support of the EU-funded intervention (disaggregated by sex and delivery mode)</p> <p>2.2.2 Level of satisfaction of teachers with professional development, disaggregated by sex</p> <p>2.2.3 # of pilot outputs and lessons learned shared with MoES and other stakeholders that contribute to teacher professional development with support of the EU-funded intervention</p>	<p>2.2.1 0 (2022)</p> <p>2.2.2 TBD (2022)</p> <p>2.2.3 0 (2022)</p>	<p>2.2.1 TBD (2026)</p> <p>2.2.2 TBD (2026)</p> <p>2.2.3 2 (2026)</p>	<p>2.2.1 Base and end line surveys of EU-funded interventions</p> <p>2.2.2 Base and end line surveys of EU-funded interventions</p> <p>2.2.3 Base and end line surveys of EU-funded interventions</p>	<p>The MoE agrees on the need for new CPD models</p>
<p><b>Output 2.3</b></p>	<p>Improve capacity of secondary school management for improved teaching quality and safe learning environments for adolescent girls</p>	<p>2.3.1 # of school leaders trained (Continuous Professional Development) by the EU-funded intervention (disaggregated by sex)</p> <p>2.3.2 # of schools equipped with board of trustees and/or board of management that ensure better transparency, accountability, and targeting of parental contributions to schools with support of the EU-funded intervention</p> <p>2.3.3 # of board of trustees and board of management members trained by the EU-funded intervention with increased knowledge and/or skills in transparency, accountability and targeting parental contributions to schools, disaggregated by sex</p>	<p>2.3.1 0 (2022)</p> <p>2.3.2 0 (2022)</p> <p>2.3.3 0 (2022)</p>	<p>2.3.1 TBD (2026)</p> <p>2.3.2 TBD (2026)</p> <p>2.3.3 TBD (2026)</p>	<p>2.3.1 Base and end line surveys of EU-funded interventions</p> <p>2.3.2 Base and end line surveys of EU-funded interventions</p> <p>2.3.3 Base and end line surveys of EU-funded interventions</p>	<p>Commitment from school management to improve learning environment</p>

<b>Output 3.1</b>	Strengthened capacity of institutions to implement and monitor laws, policies and plans addressing SGBV and improving SRHR at national and sub-national levels	3.1.1 # of Ministries, Departments and Agencies, including district local government and non-state actors that have better implemented funded policies and plans that integrate SGBV prevention and response and SRHR service provision with support of the EU-funded intervention	3.1.1 11MDAs 6 DLGs 7 Academia 7CSOs (2022) <sup>16</sup>	3.1.1 21 MDAs 11 DLGs 30 private sector companies 55 education institutions; 10 higher learning institutions (2026) <sup>18</sup>	3.1.1 Base and end line surveys of EU-funded interventions	Sustained engagement of central and local authorities  Technical planning committee prioritizes gender concerns in plans and budget
		3.1.2 Existence of annual budget assessment of allocations to prevent and eliminate SGBV, VAC, HP and promote SRHR	3.1.2 No assessment available	3.1.2 Assessments for Fiscal Years 2022/23 – 2026/27)	3.1.2 Budget assessment reports at national- and sub-national levels	
		3.1.3 # of multi-sectoral coordination mechanisms at national and sub-national level supported for SGBV response	3.1.3 National: 7 (2022) <sup>17</sup>  3.1.3 Sub- national: 6 District Coordination Committees  3.1.3 2 SGBV TWG in refugee settlements	3.1.3 National: 5 (2026) <sup>19</sup>  3.1.3 Sub national: 11 District Coordination Committees  3.1.3 3 SGBV TWG in refugee settlements	3.1.3 Base and end line surveys of EU-funded interventions	

<sup>16</sup> 12 MDAs (MGLSD, DPP, JLOS, Justice, MFPED, MOH, NPA, UPF, UBOS, PSFU, MoLG, MoES and 6 DLGs (Kasese, Kyegegwa, Arua, Kitgum, Tororo and Amudat), 7 Academia (Gulu University, Makerere University, Uganda Management Institute, LDC, Nsamizi Training Institute, Civil College Jinja, Civil College Jinja) and 7 CSOs (CSBAG, NUWODU, KAWOU, COSMESS, HADS, J4C, and Landne

<sup>17</sup> National Level: GBV National Reference Group, Medical legal group, National committee on GBV/VAC, GBV National Level Working Group meetings (Humanitarian), The National COVID - 19 subcommittee on GBV and VAC, High Level Policy Dialogue Forum on GBV, National Child Well-being, and Fistula and Maternal and Child Health TWG. Sub-National: (1) GBV District Coordination Committee, and (2) SGBV Coordination Forum in Refugee Setting,

<sup>18</sup> 21 MDAs (MGLSD, DPP, EOC, JLOS, Judiciary, MoES, Ministry of Energy, Ministry of Agriculture, Ministry of Transport, Ministry of Tourism, MoH, MJCA, MoLG, MPS, MTIC, NPA, OPM, UBOS, UHRC, UPDF and UPF), 11 DLGs (Gulu, Yumbe, Otuke and Omoro, Kasese, Kyegegwa, Arua, Kitgum, Tororo and Amudat, and Terego) and 10

<b>Output 3.2</b>	Enhance awareness of gender equitable social norms, attitudes and behaviours that prevent SGBV and advance SRHR in schools, communities, institutions and refugee settlements	3.2.1 # of organizations that have delivered interventions engaging adolescent girls and young women aimed at changing social norms and eliminating SGBV and promoting SRHR in target districts	3.2.1 68: 53 CSOs, 7 faith-based, 7 traditional, 1 Parliament (UWOPA) (2022)	3.2.1 138: 53 CSOs 7 faith-based 7 traditional 1 Parliament (UWOPA) 55 education institutions (2026)	3.2.1 Base- and end line surveys of EU-funded interventions	Champions at all levels and sustained advocacy to achieve lasting change
		3.2.2 # of evidence-based life skills education, psycho-socio support, social behaviours and male engagement programmes in schools, communities and refugee settlements that promote and implement gender equitable social norms and behaviours relating to SRHR and SGBV	3.2.2 8 (2022)	3.2.2 10 (2026)	3.2.2 Base- and end line surveys of EU-funded interventions	
		3.2.3 # of adolescent girls, boys and young women in target districts reached with information on gender equitable social norms to prevent SGBV and promote SRHR	3.2.3 0 (2022)	3.2.3 510 000 primary target through direct contact (F: 260,100, M: 249,900) (2026)  3.2.3 1 752 562 secondary target of	3.2.3 Base- and end line surveys of EU-funded interventions	

Academic(Gulu University, Makerere University, Uganda Management Institute, LDC, Nsamizi Training Institute, Civil College Jinja, Civil College Jinja, BusitemaUniversity, Lira University, and Muni University)

<sup>19</sup> Target National: (1) GBV National Reference Group, (2) Medical legal group, (3) National committee on GBV/VAC, (4) GBV National Level Working Group meetings (Humanitarian), and (6) National Child Wellbeing Steering Committee. Sub-National: (1) 11 GBV District Coordination Committee, and (2) 2 SGBV Coordination Forum in Refugee Settings.

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
Output 3.3	Women and in- and out of school adolescent girls have improved access to quality multi-sectoral integrated SRHR and SGBV information and services	<p>3.3.1 # of women and girls, men and boys who have received multi-sectoral integrated SGBV and SRHR information and services in communities, schools and target refugee settlements</p> <p>3.3.2 # and type of trained service providers and institutions with strengthened capacity to delivery on SRHR and SGBV for women and in- and out of school adolescent girls (national- and sub-national targets)</p>	<p>3.3.1 0 (2022)</p> <p>3.3.2 0 (2022)</p>	<p>3.3.1 880 000 (2026)</p> <p>3.3.2 13 000<sup>20</sup> (female: 5,460, male:7,540) (2026)</p>	<p>3.3.1 Base- and end line surveys of EU-funded interventions</p> <p>3.3.2 Base- and end line surveys of EU-funded interventions</p>	<p>Sufficient financial resources for service delivery. Target based on estimated population of youths 10-24 years (35%) in the 11 targeted districts and considered 50% to be reached.</p>

<sup>20</sup> Based on current Spotlight training trends

## 4 IMPLEMENTATION ARRANGEMENTS

### 4.1 Financing Agreement

In order to implement this action, it is envisaged to conclude a financing agreement with the partner country.

### 4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3.2 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of entry into force of the financing agreement. Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

### 4.3 Implementation of the Budget Support Component

N/A

### 4.4 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures<sup>21</sup>.

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

A part of this action (**output 1.1**) may be implemented in indirect management with an entity, which will be selected by the Commission's services using the following criteria: financial and operational capacity including decentralized implementation structure across the country, presence and expertise in the country, expertise in the WASH sector including in schools, use of an humanitarian-development nexus approach. The implementation by this entity entails output 1.1 of the Action and its related activities as specified in chapter 3.2 above.

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

A part of this action (**outputs 1.2 and 2.1**) may be implemented in indirect management with an entity, which will be selected by the Commission's services using the following criteria: financial and operational capacity including decentralized implementation structure across the country, presence and expertise in the country, expertise in the education sector including education for adolescent girls. The implementation by this entity entails outputs 1.2 and 2.1 of the Action and its related activities as specified in chapter 3.2 above.

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

A part of this action (**outputs 2.2 and 2.3**) may be implemented in indirect management with an entity, which will be selected by the Commission's services using the following criteria: financial and operational capacity including decentralized implementation structure across the country, presence and expertise in the country, expertise in the education sector including in improving the quality of education in Uganda. The implementation by this entity entails outputs 2.2 and 2.3 of the Action and its related activities as specified in chapter 3.2 above.

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

A part of this action (**outputs 3.1, 3.2 and 3.3**) may be implemented in indirect management with an entity, which will be selected by the Commission's services using the following criteria: financial and operational capacity,

<sup>21</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.

presence and expertise in the country, participating entity in the EU-UN Spotlight Initiative in Uganda<sup>22</sup>. The implementation by this entity entails outputs 3.1, 3.2 and 3.3 of the Action and its related activities as specified in chapter 3.2 above.

#### 4.5 Changes from indirect to direct management mode (and vice versa) due to exceptional circumstances

As alternative, this action or parts of it may be implemented in direct management via grants. The purpose of the grants is to deliver part or all of the expected outputs described in section 3.1 for a total budget of up to EUR 60 000 000. The targeted applicants may include legal entities, NGOs, international organisations and local authorities.

#### 4.6 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).

#### 4.7 Indicative Budget

<b>Indicative Budget components</b>	<b>EU contribution (amount in EUR)</b>	<b>Third Party contribution (amount in EUR)</b>
<b>Implementation modalities</b> – cf. section 4.4		
<b>Output 1.1</b> WASH in schools and their communities		
Indirect Management with a pillar assessed entity – cf. section 4.4.1	14 800 000	31 800 000 (DE) 2 000 000 (BE)
<b>Output 1.2</b> Financial barriers to education		
Indirect management with a pillar assessed entity – cf. section 4.4.2	14 800 000	4 000 000 (BE)
<b>Output 2.1</b> Learning opportunities for adolescent girls and boys who dropped out of school or at risk of dropping out		
Indirect management with a pillar assessed entity – cf. section 4.4.2	3 000 000	4 000 000 (BE)
<b>Output 2.2</b> Continuous professional development for secondary school teachers		
Indirect management with a pillar assessed entity - cf. section 4.4.3	4 000 000	3 000 000 (BE)
<b>Output 2.3</b> Accountable and inclusive secondary school management		
Indirect management with a pillar assessed entity - cf. section 4.4.3	3 000 000	2 000 000 (BE)

<sup>22</sup> UNDP, UNFPA, UN WOMEN, UNHCR, UNICEF

<b>Output 3.1</b> Strengthened institutions and policies to address SGBV and SRHR		
Indirect management with a pillar assessed entity – cf. section 4.4.4	3 000 000	
<b>Output 3.2</b> Improved social norms and behaviour to prevent SGBV and advance SRHR		
Indirect management with a pillar assessed entity - cf. section 4.4.4	8 000 000	
<b>Output 3.3</b> Improved access to SRHR and SGBV information and services		
Indirect management with a pillar assessed entity - cf. section 4.4.4	9 000 000	
<b>Evaluation</b> – cf. section 5.2 <b>Audit</b> – cf. section 5.3	200 000	
<b>Contingencies</b>	200 000	
<b>Totals</b>	<b>60 000 000</b>	<b>46 800 000</b>

#### 4.8 Organisational Set-up and Responsibilities

The implementing partners will be responsible for the delivery and monitoring of the outputs under their responsibility. A steering committee composed of the EU Delegation, government counterparts and implementing partners and other stakeholders will be established to foster joint implementation, notably to coordinate and agree on targeted districts and schools, joint monitoring, reporting and learning. The steering committee will meet twice per year.

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

## 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 partners 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 logical framework matrix in section 3.6 above.

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: implementing partners will be responsible to define before implementation or within 90 days after the start date of implementation baselines and targets for each of the output and activity indicators included in their respective project implementation document and ensure continuous learning during implementation and provide precise recommendations that are action-oriented, practical, and specific and define who is responsible for the proposed action.

## 5.2 Evaluation

Having regard to the importance of the action, a mid-term and/or final evaluation may be carried out for this action or its components via independent consultants contracted by the Commission. In case a mid-term evaluation is conducted, it will be carried out for problem solving and learning purposes at various levels (including for policy revision), taking into account in particular the fact that the action's sustainability will depend largely on a gradual integration of the action's objectives and results into national and sub-national processes. The Commission shall inform the implementing partners at least one month in advance of the dates envisaged for the evaluation missions. The implementing partners 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. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments. Evaluation services may be contracted under a framework contract.

## 5.3 Audit and Verifications

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

# 6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

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

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

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

## Appendix 1 REPORTING IN OPSYS

An Intervention<sup>23</sup> (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its 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.

<b>Option 1: Action level</b>		
<input type="checkbox"/>	Single action	Present action: all contracts in the present action
<b>Option 2: Group of actions level</b>		
<input type="checkbox"/>	Group of actions	Actions reference (CRIS#/OPSYS#):
<b>Option 3: Contract level</b>		
<input checked="" type="checkbox"/>	Single Contract 1	Contribution agreement with pillar assessed entity, EUR 14 800 000
<input checked="" type="checkbox"/>	Single Contract 2	Outputs 1.2, 2.1 Contribution agreement with pillar assessed entity, EUR 17 800 000
<input checked="" type="checkbox"/>	Single Contract 3	Outputs 2.2, 2.3 Contribution agreement with pillar assessed entity, EUR 7 000 000
<input checked="" type="checkbox"/>	Single Contract 4	Outputs 3.1, 3.2, 3.3 Contribution agreement with pillar assessed entity, EUR 20 000 000
<input checked="" type="checkbox"/>	Single Contract 5	Support entity: Procurement of service for audit and evaluation, EUR 200 000

<sup>23</sup> [ARES \(2021\)4204912](#) - For the purpose of consistency between terms in OPSYS, DG INTPA, DG NEAR and FPI have harmonised 5 key terms, including ‘action’ and ‘Intervention’ where an ‘action’ is the content (or part of the content) of a Commission Financing Decision and ‘Intervention’ is a coherent set of activities and results which constitutes an effective level for the operational follow-up by the EC of its operations on the ground. See more on the [concept of intervention](#).