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

**ANNEX**

to the Commission Implementing Decision amending the Commission Implementing Decision C(2017)7207 of 27.10.2017 on the Annual Action Programme 2017, 2018 part 1 and 2019 part 1 in favour of El Salvador for the "Support to the Plan El Salvador Seguro – PESS" (for its initials in Spanish) to be financed from the general budget of the Union

**Action Document for Support to Violence Prevention to El Salvador**

**ANNUAL**

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

**1 SYNOPSIS**

**1.1 Action Summary Table**

<b>1. Title CRIS/OPSYS business reference Basic Act</b>	Support to Violence Prevention to El Salvador CRIS number: LA/2017/40-134 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
<b>2. Team Europe Initiative</b>	No
<b>3. Zone benefiting from the action</b>	The action shall be carried out in El Salvador.
<b>4. Programming document</b>	Multiannual Indicative Programme– El Salvador 2014-2020
<b>5. Link with relevant MIP(s) objectives / expected results</b>	This Action is contributing to Sectors 1 (Youth and Social Inclusion) and 2 (Private Sector Development) of the MIP 2014-2020 and the following objectives:  Sector 1: Youth and social Inclusion  To support the implementation of inclusive and public policies mainly those targeting the youth and other vulnerable population groups.
<b>PRIORITY AREAS AND SECTOR INFORMATION</b>	
<b>6. Priority Area(s), sectors</b>	Education Vocational education Gender equality
<b>7. Sustainable Development Goals (SDGs)</b>	Main SDG (1 only): SDG 4 - Quality Education.  Other significant SDGs (up to 9) and where appropriate, targets:

	SDG 5: Enforce Gender Equality. SDG 8: Create Decent Work and Economic growth. SDG 10: Reduced Inequalities.			
<b>8 a) DAC code(s)</b>	DAC code 1 – 11231 Education - Formal and non-formal education for basic life skills for young people – 80% DAC code 2 – 15180 Ending violence against women and girls- 20%			
<b>8 b) Main Delivery Channel</b>	<i>Channel 1 Other multilateral institution - 47000</i> <i>Channel 2 United Nations agency, fund or commission (UN) - 41000</i>			
<b>9. Targets</b>	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	<b>Policy objectives</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Digitalisation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		YES	NO	

	digital connectivity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	/
	digital governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	digital entrepreneurship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	digital skills/literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	digital services	<input type="checkbox"/>	<input type="checkbox"/>	
	Connectivity @	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	digital connectivity	YES	NO	/
	energy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	transport	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	education and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Migration @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BUDGET INFORMATION</b>				
<b>12. Amounts concerned</b>	Budget line(s) (article, item): 14.020140 Total estimated cost: EUR 54,000,000 Total amount of EU budget contribution EUR 54,000,000 This action is co-financed in parallel co-financing. The amount is to be determined.			
<b>MANAGEMENT AND IMPLEMENTATION</b>				
<b>13. Type of financing<sup>1</sup></b>	<b>Direct management</b> through: Budget Support: Sector Reform Performance Contract –already executed.  <b>Indirect management</b> with the entity(ies) to be selected in accordance with the criteria set out in section 4.4.4			

## 1.2 Summary of the Action<sup>2</sup>

The proposed substantial addendum aims to reallocate EUR17 M undisbursed budget support as well as EUR717,180 Technical Assistance under complementary measures of the programme “Plan El Salvador Seguro - PESS (for its initials in Spanish)” (LA/2017/40-134), approved in 2018 under the 2014-2020 MIP for El Salvador.

The reallocation is due to the changing circumstances for budget support in El Salvador: Firstly, in 2021, the Budget Support assessment concluded non-compliance of the general eligibility criteria. The Government was given the possibility to address the non-compliance issues by November 2022 through

<sup>1</sup> Art. 27 NDICI

<sup>2</sup> LA/2017/40-134 OPSYS number: ACT-40134-00 financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe).

an agreed roadmap with the Minister of Finance. Unfortunately, the commitments were not achieved. Secondly, cooperation with the Ministry of Security and Justice, the Action's leading counterpart, turned inadequate for political reasons.

The original budget support program was implemented under the leadership of the Ministry for Justice and Public Security. In order to continue supporting the Government's efforts to prevent violence at schools, the proposal of this amendment is to reallocate the remaining funds to the implementation of violence prevention programs led by the Ministry of Education, Science and Technology (MINEDUCYT), specifically under priority number five of the education policy: "A school that promotes an education for coexistence, inclusion and diversity". This specifically entails continued support to the following programmes under said policy: 1) Open School for Coexistence 2) Psychosocial Care for School Life 3) Strengthening Skills for Productivity 4) Implementation of Gender Equality and Equity Policy.

These programmes under the education policy "A school that promotes an education for coexistence, inclusion and diversity" contribute directly to the achievement of the objectives defined in the Financing Agreement in force.

The above mentioned programmes that are being implemented by the Ministry are part of the Strategic Institutional Plan (PEI) 2019-2024. These programmes contribute fully development of children, adolescents and young people, as well as the safety of teachers, must move to a perspective that supports school coexistence, a culture of peace and alternative conflict resolution.

The violence prevention programmes that the European Union has been supporting since 2018 continues to be implemented by the MINEDUCYT. Each of the programme components support the student population to participate in after-school programs, promoting the organization, participation, student leadership and development of meaningful learning that motivates student retention in a context of high dropout rates.

The proposed action complements the EU programme LAMARR (ACT-61402), recently approved through the AAP 2023, which offers vocational training opportunities for young people, especially the most vulnerable. Both programmes aim at strengthening the professionalization and integration of disadvantaged young men and women from marginalised neighbourhoods in the labour market, taking advantage of the opportunities provided by the digital transformation.

## 2 RATIONALE

### 2.1 Context

The election of President Nayib Bukele in 2019 represented a break with the previous political establishment of two political parties that fought during the civil war and signed the peace agreement (1980-1992). In the 2021 legislative elections, the President's party, Nuevas Ideas, and its allies, won an outright majority in the Legislative Assembly. Since his election, President Bukele has adopted a populist tone and made decisions that cause concern about separation of powers, checks and balances and respect for human rights.

In Spring 2022, following a surge in gang related violence the Legislature declared a state of emergency suspending some constitutional rights and conducting mass arrests on alleged gang members. While this has raised serious concerns about human rights abuses and rule of law, one year into the state of emergency there has been a clear decrease in murder rates, and gang activity has almost ceased. The government's action against violence has proven extremely popular among the population, but the situation has also brought forth the continued necessity of addressing the roots causes of violence with

sound violence prevention programmes especially aimed at the youth, by offering them opportunities and alternatives to gangs and migration.

Lack of opportunities and violence push Salvadorans towards migration. El Salvador is a principal source of migrants to the United States; around 2 million Salvadorans are estimated to be in the US, and remittances account for around 20% of GDP. Relations between El Salvador and the USA are particularly marked by this issue, and the government's focus has been on trying to address the root causes of migration in terms of providing security and economic opportunities, although lack of transparency and clear policy direction risks undermining the main commitments in this regard. Quarantines and reduced economic activity have negatively affected employment and underemployment, youth in particular.

Gender inequality and violence against women remain very high, and have deteriorated during the pandemic: women, who suffer higher levels of underemployment and marginalisation in the labour market, have been suffering strongly from the reduced economic activities during lockdowns. There are also reports of increasing levels of Sexual and Gender Based Violence (SGBV). Civil society organisations have criticised a lack of gender perspective in government policies to address the impact of COVID-19 on women and girls.

COVID-19: The pandemic had severe negative impacts on El Salvador: an already weak health system is struggling to cope with the new demands. The lockdowns and quarantines have also negatively affected the already limited economic growth. Although the government took decisive action and economic growth has returned, structural changes remain necessary to reduce the economy's vulnerability to external shocks.

This crisis, for which neither the public nor the private education systems were prepared, and its associated confinement and social distancing measures, forced MINEDUCYT to experiment with various distance education strategies. MINEDUCYT took initiative to reach out to the most marginalised communities, as schools lacked the resources to implement distance learning methodologies. The challenge proved enormous as many children only received endless lists of activities and homework to do at home, without any pedagogical mediation, while only a few adapted to the use of virtual communication platforms.

Precise data on the impact of the pandemic on the education sector are not available in El Salvador; schools were closed from March, 11th 2020 to April 6th 2021, when they were allowed to open progressively. It remains unclear what the impact of COVID had on already high dropout rates and the quality of education in schools.

According to the Salvadoran Foundation for Economic and Social Development – FUSADES after an analysis of the study "Two Years Later: Saving a Generation - first evidence-based report on the educational catastrophe in Latin America and the Caribbean", mentioned in the Note 227, December 2022, among the possible effects of the pandemic on education that affected El Salvador are:

- o Assuming a partial reopening of schools of 25%, the projected learning loss is estimated at 1.2 years, slightly lower than the regional average (1.5 years).
- o Students who enrolled in schools did not connect to their virtual classes (this increased from 10% to 17%). This means that at least one in five students enrolled in a school did not spend part of their time learning.

MINEDUCYT's "Educational Continuity Strategy" has at least managed to keep the school system functioning, but has faced numerous challenges, such as: i) institutional capacities to provide educational

materials and training to teachers; ii) access to Internet-enabled devices and other learning resources; and iii) knowledge of teachers and students on the appropriate use of technology in distance learning and teaching processes.

To ensure the implementation of the Strategy, there are currently three education plans being implemented by the Ministry:

- o The Strategic Institutional Plan (PEI) 2019-2024, prepared by MINEDUCYT.
- o The Comprehensive Reform Plan My New School, which is an initiative promoted by the Presidency of the Republic as one of its strategic projects.
- o The Education Sector Plan (SSP) 2022-2030, developed under the Global Partnership for Education project.

All of them are fully in line with the education targets of the Sustainable Development Goals (SDGs).

## 2.2 Problem Analysis

This action will support the following programmes currently under implementation by the Ministry:

- Open School for Coexistence;
- Psychosocial Care for School Life;
- Strengthening Skills for Productivity;
- Implementation of Gender Equality and Equity Policy.

The above mentioned programmes that are being implemented by the Ministry are part of the Strategic Institutional Plan (PEI) 2019-2024<sup>3</sup>.

These programmes contribute fully development of children, adolescents and young people, as well as the safety of teachers, must move to a perspective that supports school coexistence, a culture of peace and alternative conflict resolution.

Despite the problems encountered in the adaptation process during the pandemic, the MINEDUCYT has tried to reinvent itself to guarantee educational continuity by making multimodal education available, so that teachers and students have access to different media: television, radio, virtual platforms and printed guides (for those who do not have access to the Internet); as well as by establishing technological infrastructure and hiring specialised technicians to create different types of educational content. Success has been constrained by, the limited access to affordable broadband connectivity, scarce human resources and inadequacy of household environments for distance learning.

1) Open School for Coexistence programme: The programme is being implemented by the National Department of Prevention and Social Programmes and the Management of Protection and Safe Educational Environments.

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<sup>3</sup> All these programmes were supported since 2018 by Budget Support programme - focused on violence prevention.

The programme aims at reducing<sup>4</sup> the high drop-out rates in the country, and which increased since COVID by attracting young people<sup>5</sup> that are out of the educational system; expand and diversify the educational offer; increase retention rates, and generate skills for life and employment.

At the end of the 2021, more than 55,000 students participated in workshops under different modalities: face-to-face, virtual and hybrid learning environments.

2) Psychosocial Care for School Life programme: The psychosocial care for teachers and students executed through this programme has been important to support the educational community (students, family and teaching staff) to prevent, reduce and address the socio-emotional damage caused by violence and the pandemic.

This is a comprehensive programme that incorporates strong preventive and restorative strategies, in addition to the therapeutic approach (detection, care, referral and follow-up of cases).

This programme has so far contributed to the prevention of violence against children and adolescents, in addition to the educational community during the pandemic and the recovery period. The School Counselling Centres provided Psychological First Aid for emergency emotional care when a person is in crisis, reducing the level of stress and encouraging adaptation in the short, medium and long term through coping measures. Similarly, legal advice is provided to victims of violence. These Centres continue to provide care, support and psychoemotional accompaniment to children, adolescents and the educational community in general, whose rights have been violated and, to strengthen the skills of teachers in developing psychosocial skills in building school coexistence for a culture of peace and conflict mediation, which allows overcoming traumatic events and circumstances arising in the school environment.

3) Strengthening Skills for Productivity programme: The lack of technical and vocational skills of young Salvadorans is one of the major problems in terms of employment and opportunities for youth. In the field of Educational Opportunities, the Ministry offers the development of technical and vocational skills for students in the third cycle of Basic Education (7th to 9th grade) and in Secondary Education, as well as to the out-of-school population, generating opportunities for self-employment and employability<sup>6</sup>.

At the end of 2022, more than 40,500 students had participated in the different activities developed by the programme. In addition to the above, some activities that strengthen the implementation of this programme were developed.

4) Implementation of Gender Equality and Equity Policy: The Equity and Equality Gender policy (PEIG for its initials in Spanish) of the MINEDUCYT was approved in 2016, and represents an opportunity to achieve changes in the power relations within the educational communities and achieve a higher level of commitment from management, teachers, family and students in the struggle for equality. The

<sup>4</sup> Drop-out of a grade during a school year

<https://www.mined.gob.sv/estadisticas/2022/4/4.7%20Tasa%20de%20deserci%C3%B3n.pdf>

and causes of the school drop-out  
<https://www.mined.gob.sv/estadisticas/2022/5/5.7%20Distribuci%C3%B3n%20porcentual%20de%20estudiantes%20seg%C3%BAAn%20causa%20de%20retiro%20del%20centro%20educativo.pdf>

<sup>5</sup> 15 – 29 years old according to the reform Law approved in October 2022.

<sup>6</sup> This component complements the EU programme LAMARR (ACT-61402), recently approved through the AAP 2023, which offers vocational training opportunities for young people, especially the most vulnerable. Both programmes aim at strengthening the professionalization and integration of disadvantaged young men and women from marginalised neighbourhoods in the labour market, taking advantage of the opportunities provided by the digital transformation. The potential beneficiaries of this programme could be MEGATEC students, after completing their technical studies.

implementation of this policy started in 2018 and 304 teachers have started the specialization in Gender and Non-Sexist Education.

Through this programme, the MINEDUCYT has accompanied the Gender Policy Implementation Plan. In El Salvador, women and girls face gender discrimination in all areas of their lives, which largely determine their chances and development opportunities; women have more difficulties to access the resources and opportunities to escape poverty. One of the Ministry's commitments is to promote an educational model with gender equity and equality that contributes to eradicating attitudes and practices of sexual discrimination through its implementation.

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

- MINEDUCYT is the entity responsible for the entire educational system, including the civil and moral formation, human rights, the environmental protection and sustainability, conservation of natural and cultural heritage.
- Local Education Group - GLE: the Group is led by MINEDUCYT and include representatives of the Grant Agent (World Bank) and the Coordinating Agency (UNICEF).

The GLE is formed by several civil society organisations and development partners accompany the implementation of Strategic Institutional Plan - PEI. The role is to support consultation and validation processes that require consensus for decision-making in national education, support in the implementation of the Education Sector Plan from its design to monitoring and evaluation. Some of these institutions are:

- Civil Society: Universidad Centroamericana José Simeón Cañas, Escuela Superior de Economía y Negocios ESEN, Fundación Salvadoreña para el Desarrollo Económico y Social FUSADES, Fundación Salvador del Mundo FUSALMO, Fundación EDUCO, Ayuda en Acción, Fe y Alegría, CESAL, Fundación Pro Educación de El Salvador – FUNPRES, Fundación PESTALOZZI, Plan Internacional Inc., Glasswing El Salvador, Save the Children, World Vision, Compassion International en El Salvador, OXFAM, Fundación Empresarial para el Desarrollo Educativo, Comité Noruego de Refugiados.
- Development partners: Spanish Cooperation Agency - AECID, Italian Agency for Development Cooperation, USAID, the United Nations Children's Fund - UNICEF, United Nations Educational, Scientific and Cultural Organisation - UNESCO, International Organisation for Migration - IOM, United Nations Development Programme - UNDP, World Food Programme - WFP, United Nations Agency for Project Services - UNOPS, United Nations Refugee Agency - UNHCR, UN Women, UNFPA, Inter-American Development Bank - IDB, World Bank – WB and European Union.
- Government institutions have an important role in the implementing of the education policy: the Ministry of the Health, the Office of the First Lady of the Republic and the Secretariat of Innovation.
- Regarding the violence prevention area, activities are implemented through different institutions as Salvadorian Institute for Vocational Training (INSAFORP) a state institution; ITCA-FEPADE a public-private partnership scheme in vocational education; and Don Bosco Technical Institute, a private education institution



- El Salvador Agency for International Cooperation (ESCO) is the body responsible for optimizing opportunities and possibilities for international cooperation for the economic and social development of El Salvador through new and efficient forms of international linkage with the country. As such, and together with the Ministry of Foreign Affairs, it follows all actions supported by international cooperation and is responsible for the mechanisms / instances of dialogue and coordination foreseen between the GOES and international partners.

The coordination of institutions and citizens' efforts is key to recover the control of the territories reclaimed, in order to generate opportunities for people and better living conditions.

The programme's beneficiaries are the 70% of the Salvadoran population who live in the municipalities prioritised in the education policy . overall, it is expected that more than 250,000 youths will be employed (48% of which will be women) and 300,000 youths will remain and return to schools. During 2021, more than 55,000 students reincorporated into school; 800,000 pupils with better scholar environment and psychosocial attention; 40,000 youths with vocational training and jobs.

## 2.3 Additional Areas of Assessment [No Longer Valid -Already executed]

### 2.3.1 Pre-condition on Fundamental Values [For a Sustainable Development Goals Contract only]

The original Decision included an initial budget support allocation of EUR 53 million and EUR 1 million for complementary support that included technical assistance to the government institutions (EUR 0.6 million) as well as M&E (EUR 0.4 million).

The first fixed tranche disbursement of EUR 14 million was disbursed in 2018. The mixed disbursement for EUR16 million (variable/fixed tranches respective to implementation in 2018) was executed in 2019, as foreseen.

In June 2019 a Compliance Verification Mission 2018 commitments took place; the Mission confirmed the achievement of the objectives for the first year of implementation (2018) in quantitative terms. The targets for the 8 indicators were achieved. While the achievement of the targets was verified, with all its qualitative elements, the verification process also yielded a series of recommendations aimed at improving performance for the following measurements. Not all recommendations were implemented by the government.

In 2020, EUR 6 million were disbursed as a fixed tranche through an accelerated procedure, but the variable tranche of EUR million was put on hold pending a verification mission, which eventually took place in 2021, when confinement and travel restrictions had been lifted. The verification report concluded that the government did not achieve the objectives for the second year of implementation (2019). However, the targets set for 5 of the 8 indicators were met (the No 1, 2, 3, 4 and 7); four of these indicators were under execution by MINEDUCYT. During the mission it was not possible to establish compliance with the other indicators (Nº 5, 6 and 8). Therefore, the recommendation for disbursement amounted to EUR4.8 million of the EUR8 Million foreseen.

However, in 2021, the eligibility criteria for budget support was negatively assessed due to non compliance with general budget support eligibility criteria.

At this date, EUR 17,000,000 million for budget support and EUR 717,180 for Technical Assistance thus remain available and are the subject of the tabled substantial addendum.

### 2.3.2 Public Policy

Publication of an annual follow-up report on the MINEDUCYT - Institutional Strategic Plan to April 2022 was published on schedule.

This is the only objective of the roadmap was achieved within the set deadline.

### 2.3.3 Macroeconomy policy

BS macro/PFM/Transparency eligibility criteria are not currently fulfilled. A PFM and transparency roadmap with clear milestones and deadlines was agreed with the Government. This included reaching an agreement with the IMF, the reactivation the Fiscal Responsibility Law and resuming Fiscal Donor round table before November 2022.

The objectives of the roadmap were not achieved within the set deadline.

### 2.3.4 Public Financial Management

See 2.3.3

### 2.3.5 Transparency and Oversight of the Budget

See 2.3.3

## 3 DESCRIPTION OF THE ACTION

### 3.1 Objectives and Expected Outputs

The Overall Objective of this action is to improve the conditions in the territories to reduce social vulnerability to violence and crime.

The Specific(s) Objective(s) of this action are to:

1. Increase the social integration of children, adolescents and youth, including those in conflict with the law;
2. Improvement of the psychosocial care services for the educational community;
3. Increase the productive integration of adolescents and youth; to
4. Increase participation of girls in inclusive schools programmes.

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

- 1.1 contributing to Outcome 1 (or Specific Objective 1) to improve and diversify the offer of the educational system in terms of life soft skills, positive transformation of conflicts and citizen participation.
- 2.1 contributing to Outcome 2 (or Specific Objective 2) Enhanced access to education taking into account psychological / emotional needs and gender issues.
- 3.1 contributing to Outcome 3 (or Specific Objective 3) to improve and diversify the extracurricular offer available for the students to strengthen their capacities to identify labour opportunities.

4.1 contributing to Outcome 4 (or Specific Objective 4) Schools implement the Gender Equity and Equality Policy (PEIG).

4.2 contributing to Outcome 4 (or Specific Objective 4) Implementing an educational model that supports the eradication of attitudes and practices of sexual discrimination.

### 3.2 Indicative Activities

In order to attain the results mentioned above, the following indicative activities are proposed:

#### Activities relating to Output 1.1

1.1.1 Programmes that offer extracurricular activities formulated with the participation of the School Counselling.

1.1.2 Programmes development of students through sports, artistic, cultural expressions.

#### Activities relating to Output 2.1

2.1.1 Training programmes for mothers, fathers and family members to acquire competencies for the detection of psychosocial risks and school violence.

2.1.2 Carry out studies on psycho-social-emotional needs and gender issues of young people to be addressed in learning arrangements.

#### Activities relating to Output 3.1

3.1.1 Implementation of the "Strengthening Skills for Productivity" Program.

3.1.2 Develop and implement relevant learning and induction pathways on technical careers.

3.1.3 Provide vocational training programmes to women in non-traditional and innovative careers.

#### Activities relating to Output 4.1

4.1.1 Trainings on gender issues for teachers/management participate in.

4.1.2 Empower women through the knowledge and understanding of their human rights, the strengthening of their self-esteem, leadership and decision-making capacity.

4.1.3 Develop and implement the Gender Annual Plan for schools.

### 3.3 Mainstreaming

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

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

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

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

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

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

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

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

As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that this action contain a gender perspective. Their results are focused on gender equity and equality, women's education opportunities, empowerment and inclusion.

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### **Human Rights**

According to the Human Rights and Democracy Country Strategy 2021-2024, the EU, together with MS represented in El Salvador, have agreed on the following strategic priorities: Advocating for non-discrimination, gender equality and women's rights. Non-discrimination and equality are key values to strengthen human rights. One of the objectives of the strategy is to promote the participation of women's organisations and networks in health and education sectors. This action contributes to the strategic priorities of the strategy. Overall, the action will apply the working principles of the human rights based approach (HRBA): applying all human rights for all, meaningful and inclusive participation and access to decision-making, non-discrimination and equality, accountability and rule of law for all, and transparency and access to information supported by disaggregated data.

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### **Disability**

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D0. This implies that Disability is not targeted in the principal objective / significant objective.

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### **Reduction of inequalities**

The programs that are supported through this action and that are implemented by MINEDUCYT can support the improvement in education leading to a reduction of income inequality mainly through a greater availability and quality of public education and better opportunities to prepare for technical careers.

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### **Democracy**

The strengthening of democratic institutions, participation and the division of powers remain a crosscutting objective of all EU interventions in El Salvador.

During the past three years, increasing concerns have been expressed about democracy in El Salvador: IDEA reported concerning developments on civil liberties, social rights, equality, personal integrity, and security, while the score of Freedom House's Index has decreased from 70/100 in 2018 to 63/100 in 2021, with El Salvador moving from "Free" to "Partly Free". The Economist Intelligence Unit's Democracy Index 2020 downgraded El Salvador from "Flawed Democracy" to "Hybrid Regime" following the concentration of power in the executive.

**Conflict sensitivity, peace and resilience** In September 2021, HQ launched a Conflict Analysis for El Salvador. Recommendations taken in account from the draft report for this Action are: i) Promoting economic growth through trade and livelihood diversification; ii) Promoting the development of innovative sectors for the youth; iii) Encouraging support towards developing social policies and

frameworks, particularly on youth, gender, LGBTI persons and disabled peoples' issues and addressing drivers of poverty.

### Disaster Risk Reduction

The Action does not have significant environmental impacts and is not significantly dependent of environmental constraints; both components are classified as low disaster risk because the occurrence of the hazard event does not affect in the achievement of outcomes.

### Other considerations if relevant

Not applicable.

## 3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
External environment	<p>Risk 1 The security situation does not allow access to certain areas of the country.</p> <p>Risk 2 Some activities of the action cannot be implemented.</p>	H	M	<ul style="list-style-type: none"> <li>- Activities mobilising actors who are already present, experienced in dealing with security issues and accountable.</li> <li>- Establishment of a monitoring and evaluation framework that is sensitive to changes in the context.</li> <li>- Hybrid and distance learning modalities will be systematically provided.</li> </ul>
Planning, processes and systems	Risk 3 Institutional instability in the public sector.	H	M	<ul style="list-style-type: none"> <li>- A mechanism for implementing activities that relies also on actors outside the MINEDUCYT (CSOs as example).</li> <li>-</li> <li>- Close cooperation and communication with the public institutions involved in the Action.</li> <li>- Establishment of a monitoring and evaluation framework that is sensitive to changes in the context.</li> </ul>
People and the organisation	Risk 4 Lack of capacity of project operators.	M	H	<ul style="list-style-type: none"> <li>- Capacity building plan designed at the start of the project and evolving according to periodic reviews.</li> </ul>

				<ul style="list-style-type: none"> <li>- Mobilisation of high level European and local expertise for capacity building.</li> <li>- Participatory and continuous monitoring and evaluation of the quality of activities.</li> </ul>
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#### **Lessons Learnt:**

- The COVID'19 lockdowns made evident the lack of connectivity suffered by large parts of the population, in particular outside urban areas. This particularly affected the education sector where, despite government efforts, many children and young people could not follow classes in one of the longest closures of educational facilities in the world.
- The “JóvenES con Todo” programme, was financed by European Union (2014 – 2018) and allowed modify the educational curriculum to consider access to the labor market and the productive insertion of young Salvadorans through the integration and articulation of labor education policies in various sectors. This means training young people technically so that they can access current labour markets.
- Budget Support Programme concerns the extent and diversity of economic, psychological and emotional constraints of young people at risk. These are often the main barriers faced by young people, even before the lack of technical skills. In order to limit drop-outs and enable smooth socio-professional integration, these various difficulties must be analysed and dealt with by local actors.
- Another lesson learned concerns the need to deploy an integrated gender approach in order to strengthen the participation of women but also to contribute to the transformation of a set of inequitable dynamics in the field of technology and vocational training.

Finally, the quality assurance of training could be limited when it was the responsibility of the centres themselves. Based on these observations, the Action relies on an approach of affirmed co-construction of the Intervention, in a participatory framework between the training institutions and the professional world, which fosters mutual trust and identification with a collective project. It will also aim to establish a working framework based on a spirit of partnership and cooperation, while pursuing ambitious common objectives. Finally, a quality assurance system will be put in place, with continuous control of the quality of training by the professional world, via its umbrella structures.

### 3.5 The Intervention Logic

The underlying intervention logic for this action is that in order to contribute to the achievement of one of the three MIP 2014-2020 strategic objectives: to help deepen the democratisation process and sustainable development in the country, with a focus on social inclusion (poverty reduction, fighting inequality and exclusion, the prevention of violence), good governance and human rights, protection of the environment and climate resilience.

The intervention logic is based on the claim that quality education in El Salvador can be promoted by improving the capacities of the most marginalised parts of the population (in particular women and youth in the most marginalized neighbourhoods), as well providing benefits through different programmes executed by the Ministry.

Regarding outcome 1, the action assumes that if the offer of the educational system in terms of technical training and training in skills is provided for disadvantaged youth and women in the most disadvantaged neighbourhoods, this will open opportunities for positive life transformation, reducing conflicts, contributing to citizen participation and reducing migration and recruitment options for gangs.

The logic goes as follows: If the (1) educational system is positively transformed through the offer and coverage that improve the capacities and skills of students and teachers; if (2) schools are transformed into positive environments - quality and safe; if (3) the coordination between government institutions and social actors is strengthened; if (4) participatory management of schools boards is strengthened with a focus on violence prevention, then the Action will have put in place an inclusive and diversified educational system for marginalized youth in the intervention sector.

This assumes that the psycho-socio-emotional constraints of young people and limited access to information (including on health) are central to their success and that the quality of training currently suffers from the still limited effectiveness of the collaboration between the training and professional world.

It is important to ensure that professionalizing education takes place. If teachers are offered training and skills development, they will be better equipped to take advantage of these opportunities, which is also a core element of the government's Educational Agenda.

In summary, under this action, enhancing education will contribute to improve the conditions in the territories to reduce social vulnerability to violence and crime.

### 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.





	those in conflict with the law.	<p>1.2 Reduce the incidence of violence in public spaces (schools) including violence against women and girls. Segregated by type of social violence and sex.</p> <p>1.3 Reduce of reduction of complaints made by students.</p>			budgeted by the EU-funded intervention .	adapted to the needs of students.
	2. Improvement of the psychosocial care services for the educational community.	<p>2.1 Number of people in the educational community<sup>7</sup> satisfactorily supported by the School Counselling. Disaggregated by sex, forcibly displaced and migrant condition.</p> <p>2.2 Number of mothers, fathers and family members who have competencies for the detection of psychosocial risks and school violence. Disaggregated by sex, forcibly displaced and migrant condition.</p> <p>2.3 Level of satisfaction of students, mothers, fathers and family members attended by</p>	TBD	TBD	Baseline and endline surveys conducted and budgeted by the EU-funded intervention .	Psychosocial services are provided effectively and preventively.

<sup>7</sup> (students, teachers, mothers, fathers and parents and family references)

		the programme (disaggregated by sex).				
	3. Increase the productive integration of adolescents and youth.	<p>3.1 Number of students receive certifications that accredit them in technical careers. Disaggregated by sex, forcibly displaced and migrant condition.</p> <p>3.2 Rate of employment - self-employed or employed- in young people one year after completion of school. Disaggregated by sex.</p>	TBD	TBD	Baseline and endline surveys conducted and budgeted by the EU-funded intervention .	The Ministry motivates students to add to their academic workload some technical trainings that allow them to access jobs and entrepreneurship.
	4. Increase participation of girls in inclusive school programmes.	4.1 % participation of adolescents and youth women in the inclusive school programmes.	TBD	TBD	Baseline and endline surveys conducted and budgeted by the EU-funded intervention	Women are interested and have time to carry out the education processes.
<b>Outputs (Results)</b>	1.1 To improve and diversify the offer of the educational system in terms of life soft skills,	<p>1.1.1 Number of schools with flexible educational modalities.</p> <p>1.1.2 Number of students who participate in activities of effective use of leisure</p>	TBD	TBD	Baseline and endline surveys conducted and budgeted by	Teachers are interested and committed to participate in the different workshops offered by Ministry

	positive transformation of conflicts and citizen participation.	time. Disaggregated by sex, forcibly displaced and migrant condition.  1.1.3 Number of teachers that participate in workshops to acquire knowledge on life soft skills, positive transformation of conflicts and citizen participation.			the EU-funded intervention .	and then to share the knowledge with their peers and students.
	2.1 Enhanced access to education taking into account psychological / emotional needs and gender issues.	2.1.1 Number of schools implementing the "Psychosocial Care for School Life" programme.  2.1.2 Number of schools with Counselling with psychosocial care and legal services.	TBD	TBD	Baseline and endline surveys conducted and budgeted by the EU-funded intervention .	There are enough staff hired to attend the School Counselling installed in the 14 departments of the country and an early detection of socio-emotional and psychosocial risks in children and adolescents.
	3.1 To improve and diversify the extracurricular offer available for the students to strengthen their capacities to identify labour opportunities.	3.1.1 Number of students participating in the "Strengthening Skills for Productivity" Program. Disaggregated by sex, forcibly displaced and migrant condition.	TBD	TBD	Baseline and endline surveys conducted and budgeted by the EU-funded intervention .	Students are interested in participating in trainings and assume the commitment to establish a micro or small enterprises ensuring the sustainability of initiatives.

	<p>4.1 Schools implement the Gender Equity and Equality Policy (PEIG).</p> <p>4.2 Implementing an educational model that supports the eradication of attitudes and practices of sexual discrimination.</p>	<p>4.1.1 Number of PEIG reports presented as planned.</p> <p>4.1.2 Number of schools implementing the Gender Equity and Equality Policy.</p> <p>4.2.1 Number of teachers/management attending training on gender issues.</p>	TBD	TBD	Baseline and endline surveys conducted and budgeted by the EU-funded intervention	Teachers and students are interested in participating in trainings and exchanges on PEIG and are committed to preparing, and monitoring the school plan.
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## 4 IMPLEMENTATION ARRANGEMENTS

### 4.1 Financing Agreement

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

### 4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 120 months from the date of where a financing agreement is concluded.

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 [Already executed]

#### 4.3.1 Rationale for the Amounts Allocated to Budget Support [Already executed]

The amount allocated for the Budget Support Component was EUR53 Million, while complementary support amounted to EUR1 Million.

The total cost of the Plan El Salvador Seguro (PESS) was estimated at USD2.1 Billion for a five-year period, mainly funded through the national budget (49%) including the Special Contribution for Citizen Security and Coexistence, international loans (29%), cooperation donations (19%) and private contributions (4%). The annual financing gap was estimated at USD140 Million per year, a deficit that affected the violence prevention component of the policy, in particular. The EUR10 Million to EUR16 Million annual disbursement of the SRC programme aimed to significantly contribute to closing the financing gap for violence prevention actions under the PESS. In order to ensure an appropriate mix of performance incentives and funding predictability, the SRC had proposed the inclusion of fixed tranches for every year, to be combined with variable components for years 2, 3 and 4, resulting in a 55% of the budget support funding to be channelled through variable tranches.

#### 4.3.2 Criteria for Disbursement of Budget Support [Already executed]

a) The general conditions for disbursement of all tranches were as follows:

- Satisfactory progress on the implementation of the Plan El Salvador Seguro (PESS) and continued credibility and relevance thereof;
- Implementation of a credible stability-oriented macroeconomic policy;
- Satisfactory progress on the implementation of the Salvadoran Ministry of Finance's Strategic Plan (Plan Estratégico Institucional 2015-2019), in turn based on studies such as the 2013 PEFA repeat assessment and the new assessment to be conducted in 2017; and
- Satisfactory progress regarding the public availability of timely, comprehensive and sound budgetary information in line with the PEFA's conclusions on transparency of the budget.

b) The specific conditions for disbursement that were used for variable tranches were the following:

- The fulfilment of indicators related to the PESS's implementation which have been selected in order to evaluate performance and guide disbursement in the violence prevention area;
- Those indicators will complement the assessment of the Plan's implementation to be carried out under the general conditions by focusing on policy's three fields of actions that can produce relevant changes at the community level: the reintegration of children and adolescents to school and technical/vocational institutions, the improvement of the public spaces and its use by the citizens, and the development of the community capacities to prevent and eradicate violence. Thus, the indicators agreed upon with the Government of El Salvador will measure progress in those key PESS initiatives as explained in section 4.1, above;
- The chosen performance targets and indicators to be used for disbursements will apply for the duration of the programme. However, in duly justified circumstances, the Ministry of Justice and Public Security (MJSP) may request the Commission to change the targets and indicators. The changes agreed to the targets and indicators may be authorized by exchange of letters between the two parties; and
- In case of a significant deterioration of fundamental values, budget support disbursements may be formally suspended, temporarily suspended, reduced or cancelled, in accordance with the relevant provisions of the financing agreement.

#### 4.3.3 Budget Support Details- Already executed

Budget support is provided as direct untargeted budget support to the national Treasury. The crediting of the euro transfers disbursed into U.S. dollars will be undertaken at the appropriate exchange rates in line with the relevant provisions of the financing agreement.

The period of implementation of the Agreement was 60 months from the signing of the Financing Agreement. The operational implementation phase entered into force upon signature of the Financing Agreement on April, 6<sup>th</sup>, 2018 with a duration of 48 months. The closure phase was set for the standard 12 months.

The budget support disbursement schedule was spread over six tranches:

- a) Two fixed tranches totalling EUR 20 million, (disbursed EUR 14 million in 2018 and EUR 6 million). For the first one, the disbursed was done after the verification of the fulfilment of the all general budget support eligibility conditions; for the second, the disbursement was done through an accelerated procedure.
- b) One mixed tranche was disbursed in 2019 composed of a fixed component of EUR 8 million and a variable component of EUR 8million. For this tranche, the fulfilment verification of the three general budget support eligibility conditions will release the fixed allocations, whereas the release of the variable component will also require the verification of the compliance rate of the targets set in the Financing Agreement, for each of the indicators selected to monitor the performance of the GoES's implementation of the PESS.

Complementary support (technical assistance and monitoring/evaluation) was contracted after the signature of the programme's Financing Agreement. Technical assistance consists in a delegated agreement of AECID to support the coordination of the PESS and to facilitate the policy dialogue in the CNSCC. Two verification missions were contracted in 2019 and 2021.

<b>Indicative breakdown <sup>8</sup></b>	<b>Total M EUR</b>	<b>Year 1 2018 M EUR (disbursed)</b>	<b>Year 2 2019 M EUR (disbursed)</b>	<b>Year 3 2020 M EUR (disbursed)</b>	<b>Pending to disbursed M EUR</b>
Fixed tranches	32	14	8	6	4
Variable tranches	21	-	8		13
Complementary Support	1	-	0.07	0.07	
<b>Total</b>	<b>54</b>	<b>14</b>	<b>16.07</b>	<b>6.07</b>	<b>17</b>

#### 4.4 Implementation Modalities

##### 4.4.1 Direct Management (Grants)

Not applicable
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##### 4.4.2 Direct Management (Prize(s))

Not applicable
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##### 4.4.3 Direct Management (Procurement)

The Technical Assistance contract with AECID was cancelled. There are remaining euro funds foreseen for M&E.			
Subject in generic terms, if possible	Type (works, supplies, services)	Indicative number of contracts	Indicative trimester of launch of the procedure
Technical assistance <sup>9</sup>	Services	1	2019
Monitoring and evaluation <sup>10</sup>	Services	2	2019, 2021

##### 4.4.4 Indirect Management with:

An entrusted entity –Not executed under Budget Support programme

<p>This action would be implemented through indirect management with an entity that was selected by the Commission's services using the following criteria: technical expertise; experience in the implementation of similar programmes, preferably in Latin America; experience in providing psychosocial care, gender, and vocational training for women and youth. The selected entity was AECID.</p> <p>A setback in the dialogue process in 2019 was the repealing of the decree that created the National Council for Citizen Security and Coexistence (CNSCC) by President Bukele's executive decree</p>
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<sup>8</sup> Already executed.

<sup>9</sup> See comment 4.4.4

<sup>10</sup> In June 2019 a Compliance Verification Mission 2018 commitments took place; the next Verification Mission 2020 took place in 2021.



number 26, published in the Official Gazette of October 3rd 2019. The justification for the repeal was that the objectives of the council were similar to those of the Government's Security Cabinet and therefore no longer necessary. In fact, keeping it, according to the president, would generate legal uncertainty and potentially an unnecessary waste of resources. As consequence of this decision, the Delegation Agreement signed between AECID and the EU on December 2018 to strengthen the national dialogue on the security policy had to be cancelled.

The contribution agreement was canceled on March, 2021. The decommitment for this contract was EUR145,548.

#### Indirect Management with a Member State or international organisation – Not executed

This action will be carried out in indirect management. The four programmes implementd by the Ministry will be managed under this modality.

The intended entity will be selected on the basis of the following criteria: technical expertise; education and vocational training history; available capacity; strong links with representatives of public administration and experience in territorial development working with subnational entities.

In addition, implementing partner must have the capacity (e.g. in terms of human resources, organisational set-up...) to collect data, analyse it and report on results.

#### 4.4.5 Indirect Management with the Partner Country

Not applicable

#### 4.4.6 Contribution to <name of the relevant Regional Investment Platform>

Not applicable

#### 4.4.7 EFSD+ operations covered by budgetary guarantees

Not applicalbe

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

In case of failure to reach agreement with an international organization or Member State organisation in the above cases of indirect management for the achievement of Specific Objectives, the part of the action may be carried out through a procurement of Technical Assistance in direct management.

#### 4.4.9 Other actions or expenditure

Not applicable

#### 4.5. Scope of geographical eligibility for procurement and grants

Not applicable

#### 4.6. Indicative Budget

	<b>EU contribution (amount in EUR)</b>	<b>Indicative third party contribution in EUR</b>
1 – <u>Budget support Sector Reform Contract (already executed)</u>	<b>36 000 000</b>	
2– <u>Complementary support (not executed)</u>	<b>17 717 180</b>	
2.1.1 – New Contribution Agreement (s) with Member State		An amount to be determined
2.1.2 – New Contribution Agreement with a international organisation.		An amount to be determined
3 – Complementary support (already executed)	<b>282,820</b>	
3.1.1 - Contribution Agreement with Member State <sup>11</sup>	145 548	
3.1.2. - Audit, Monitoring and evaluation	137 272	
Totals	<b>54 000 000</b>	

#### 4.7 Organisational Set-up and Responsibilities

Each component will require an ad-hoc set-up that will be formulated in the course of the negotiations to sign the corresponding contribution agreements.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action and may sign or enter into joint declarations or statements, for the purpose of enhancing the visibility of the EU and its contribution to this action and ensuring effective coordination.

#### 4.8 Pre-conditions [Only for project modality]

Not applicable

### 5 PERFORMANCE MEASUREMENT

#### 5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every

<sup>11</sup> The Contribution Agreement signed in 2019 with AECID to provide technical assistance to el Consejo Nacional de Seguridad Ciudadana y Convencia (CNSCC) was cancelled in 2021 due to the abrogation of that institution.

report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

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

Roles and responsibilities for data collection, analysis and monitoring:

The EU Delegation will be responsible for the overall monitoring of the action and the achievement of the specific objectives. Each specific commitment under the action will include specific monitoring arrangements that will be agreed with each partner for each Contribution Agreement.

Each action under the decision will include resources for baseline surveys that will be conducted at the start of each action. A final evaluation of the action will review the appropriateness of the logical framework and the monitoring arrangements of each action.

## 5.2 Evaluation

Having regard to the nature of the action, mid-term and final evaluations will be carried out for this action or its components via an implementing partner.

Evaluations will be carried out for problem solving, learning purposes, in particular with respect to digital connectivity, skills and entrepreneurship, to draw lessons learnt for new actions under MIP 2021-2027.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Evaluation services may be contracted under a framework contract.

## 5.3 Audit and Verifications

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

## 6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

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

In line with the 2022 “[Communicating and Raising EU Visibility: Guidance for External Actions](#)”, it will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union’s support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

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

## Appendix 1 REPORTING IN OPSYS

A Primary Intervention (project/programme) is a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Identifying the level of the primary intervention will allow for:

Articulating Actions or Contracts according to an expected chain of results and therefore allowing them to ensure efficient monitoring and reporting of performance;

Differentiating these Actions or Contracts from those that do not produce direct reportable development results, defined as support entities (i.e. audits, evaluations);

Having a complete and exhaustive mapping of all results-bearing Actions and Contracts.

Primary Interventions are identified during the design of each action by the responsible service (Delegation or Headquarters operational Unit).

The level of the Primary Intervention chosen can be modified (directly in OPSYS) and the modification does not constitute an amendment of the action document.

The intervention level for the present Action identifies as (tick one of the 4 following options);

<b>Action level (i.e. Budget Support, blending)</b>		
<input type="checkbox"/>	Single action	Present action: all contracts in the present action
<b>Group of actions level (i.e. top-up cases, different phases of a single programme)</b>		
<input type="checkbox"/>	Group of actions	
<b>Contract level</b>		
<input type="checkbox"/>	Single Contract 1	Contribution Agreement with Member State Agency
<input type="checkbox"/>	Single Contract 2	Contribution Agreement with Union Nation Agency
	(...)	
<b>Group of contracts level (i.e. series of programme estimates, cases in which an Action includes for example four contracts and two of them, a technical assistance contract and a contribution agreement, aim at the same objectives and complement each other)</b>		
<input type="checkbox"/>	Group of contracts 1	