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This action is funded by the European Union

ANNEX 3

of the Commission Decision on the Annual Action Programme 2018 in favour of the Republic of Angola

Action Document for the Higher Education Support Programme

1. Title/basic act/ CRIS number	Higher Education (HE) Support Programme CRIS number: AO/FED/039-131 financed under European Development Fund			
2. Zone benefiting from the action/location	Republic of Angola The action shall be carried out at the following location: Luanda, where the project team will be based and will benefit the higher education system at national level.			
3. Programming document	National Indicative Programme (NIP) for Angola 2014-2020			
4. Sector of concentration/ thematic area	Focal Sector 1 - Higher Education (HE)			
5. Amounts concerned	Total estimated cost: EUR 13 000 000 Total amount of EDF contribution: EUR 13 000 000			
6. Aid modality and implement- ation modality	Project Modality Indirect management with the Expertise France			
7. a) DAC codes	11420 - Higher Education 15110 - Public sector policy 11110 - Education policy and management 43082 - Research/scientific inst. 11130 - Teacher training			
b) Main Delivery Channel	13000 – Third Country Government (Delegated co-operation)			
8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective
	Participation develop- ment/good governance	<input type="checkbox"/>	<input type="checkbox"/>	X
	Aid to environment	X	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality (inc. Women In Development)	<input type="checkbox"/>	X	<input type="checkbox"/>
	Trade Development	X	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, Maternal, New born child health	X	<input type="checkbox"/>	<input type="checkbox"/>

	RIO Convention markers	Not targeted	Significant objective	Main objective
	Biological diversity	X	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	X	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	X	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	X	<input type="checkbox"/>	<input type="checkbox"/>
9. Global Public Goods and Challenges (GPGC) thematic flagships	N/A			
10. Sustainable Development Goals (SDGs)	Main SDGs: SDG 4. Ensure inclusive and quality education for all and promote lifelong learning; SDG 5. Achieve gender equality and empower all women and girls; SDG 9. Build resilient infrastructure, promote sustainable industrialization and foster innovation. Targets: 9.5 and 9.B; SDG 8. Promote inclusive and sustainable economic growth, employment and decent work for all.			

SUMMARY

The project supports the higher education system in producing knowledge and innovation, and teaching relevant skills to foster greater employment, transformation, and diversification in the Angolan economy.

Its **overall objective** is to **increase the economic diversification and the creation of employment in priority sectors.**

The project's **specific objectives** are to: (1) Enhance the alignment of higher education governance and policy instruments towards postgraduate research specialisation in priority sectors; (2) Increase specialisation and recognition of postgraduate institutions; (3) Increase the equitable access to post graduation and career development to vulnerable groups.

The specific objectives shall be attained through 7 **expected results**, which address the main problems put forward in the identification phase as the causes of the large deficit of the Angolan higher education system, in producing the knowledge and the post graduate human capital required to support the diversification and specialisation of the economy and its capacity to generate greater employment.

The action is fully in line with the Angola 2025 strategy, the National Development Plan (PDN) 2018-2023, the country's Human Capital National Plan (PNFQ), and the priorities set in the 2014-2020 NIP and the "EU-Angola Joint Way Forward" agreement, in which higher education has been identified as a priority area.

1. CONTEXT¹

1.1 Sector/Country/Regional context/Thematic area

Growing interest in higher education governance due to its pivotal role in the socioeconomic development has led to increased policy activity in Africa at continental, regional, and national level.

The African comprehensive education strategy (ACES 2016-2025) aims at revitalising and expanding teaching and learning, as well as research and innovation to address continental challenges and promote global competitiveness. Members are committed to allocate 1% of gross domestic product (GDP) to research and innovation.

Since 2008, the strategy "*Angola 2025*" has provided eight long-term strategic orientations for the development of Angola: (1) unity and national cohesion; (2) a democratic and participative society; (3) human development and well-being; (4) sustainable, competitive and equitable development; (5) development of science, technology and innovation; (6) development of entrepreneurship and the private sector; (7) harmonious development of the national territory; (8) a regionally and internationally competitive Angolan economy. To achieve these aims, higher education plays a pivotal role.

The national development plan (Plano de Desenvolvimento Nacional (PDN)) for 2013-2017 consisted of diversifying the economy away from oil export dependency towards transformative and innovative economic activity; higher education plays a pivotal role in the achievements of the PND. The plan focused on a territorial spreading strategy and a sector development strategy by mobilising investment in priority sectors such as food and agro industry, energy and water, housing, transport and logistics. The *new PDN for 2018-2022* continues to focus on this territorial development and economic diversification but, with the change of government, it now also includes a focus on sustainable economic development to improve its role in the international and regional context and a State reform towards democracy and rule of law to be achieved through good governance and decentralisation.

With the *Human Capital National Plan (Plano Nacional de Formação de Quadros (PNFQ) 2012-2020*, Angola has created a national strategy for human resource development and for differentiation and specialisation in both the higher education system and the economy at large. The PNFQ is coordinated by an inter-ministerial commission constituted by the state secretaries' of the respective ministries (Economy and Planning, Public Administration, Labour and Social Security Territorial Administration, Economy, Education, and Higher Education and Science, Technology and Innovation, (MESCTI)). Its implementation is steered by a special unit (UTG-PNFQ) at the Civil House of the Presidency, in interaction with universities, research centres, schools, institutions, agencies, businesses, and professional associations. The PNFQ pursues the creation of cadres, professors, researchers, entrepreneurs, by increasing access to higher and professional education and the development of the National Qualifications Framework (NQF). UTG-PNFQ has begun recently to increase its proximity with the MESCTI for developing a common database on all post-graduate courses by all institutions in Angola. UTG-PNFQ is also in consultation with employment related digital platforms to link post-graduate qualifications with the job market.

¹ For more detailed background please refer to the diagnostic study which was made in preparation of this document (2017), FONTEYNE, Bart and LANGA, Patricio, "Diagnostic study of the higher education system in Angola - Identification and formulation mission of EU support to Higher Education in Angola", pp-76.

The National Indicative Plan (NIP) and the analysis of the country's overall context remain relevant. Since mid-2014, the pronounced fall in oil prices strongly affected public revenues and the economy. This situation calls for a deeper and quicker economic diversification, requiring more qualified and skilled human resources. The pivotal role of higher education at the top of the country's knowledge production system is key in creating human capital at post-graduate level and mobilising it to improve higher education research and teaching capacity, as well as on teaching capacity at other levels of the education system.

1.1.1 Public Policy Assessment and EU Policy Framework

As in many other African countries, the higher education system has seen an exponential growth in enrolment and number of institutions due to growing access to education under the UN millennium goals programmes and through growing inbound investment over the last two decades. Faced with the need for adequate human capital, Angola has responded by opening new public higher education institutions while also opening the market to private initiatives. Angola's student population almost tripled since 2010. Such fast paced development brings dilemmas of access versus quality.

The HE system in Angola is still young and it has been relatively closed to the outside world due to war and instability followed by a decade of prosperity generated by oil revenues. Together with the relative isolation due to language barriers, this reduced the scope and incentive for institutions to seek other funding then from government or from student fees. This hampered the capacity of HE institutions (HEIs) to access global knowledge networks or international funding and international interuniversity cooperation mechanisms. As described in the diagnostic study (2017, FONTEYNE, Bart and LANGA, Patricio), the Angolan HE system is therefore still relatively weak in knowledge production and is focused on coping with high demand for teaching and learning where it struggles with keeping an acceptable balance between access, quality and also relevance.

Following the split in 2012 of the Ministry of Higher Education and Science Technology and Innovation into two separate Ministries, the Ministry of HE created the National Institute for Accreditation and Recognition of Studies (*Instituto Nacional de Avaliação e Reconhecimento de Estudos do Ensino Superior - INAAREES*), engaged in a rigorous collection of disaggregated data sets on HE by MES-GEPE (*Ministério do Ensino Superior-Gabinete de Estudos, Planeamento e Estatística*), and in an overhaul of the legislative and regulatory framework of the HE sector². Given this increased activity in the HE sector since the NIP, a diagnostic study of the activities and dynamics in the sector at governance and institutional levels has been carried out and future scenarios were developed in order to provide a robust analytical foundation to structuring the dialogue between the EU and the Government of Angola.

This study shows that while the policy frameworks at various levels express a strong desire for a dynamic change and democratic governance, regulation has been predominantly government driven. The HE sector lacks a space for brokering various perspectives and interests of different actors and this leads to undifferentiated treatment of a very heterogeneous institutional landscape. So while the law and decrees form a coherent framework, their very detailed prescriptive and procedural character, coupled with overly rigid interpretations, has severely limited the space for real autonomy of institutions. As the controls on the workings of the institutions were increased through INAAREES, it quickly

² For a detailed description please refer to the diagnostic study which was made in preparation of this document (2007), Bart FONTEYNE, Bart and LANGA, Patricio, *op. cit.*

reached its limits in coping with the workload. Despite government consultation efforts, the relationship between the Minister and many institutions deteriorated and led to diverging views on the state of HE with no common strategy to improve it. The Minister stepped down in early March 2017 and, after the elections, a new Ministry was created bringing together again the Higher Education and Science Technology and Innovation portfolios (MESCTI). The envisaged action can help guide the new Minister towards a more participative and formative approach in steering the sector towards differentiation and specialisation.

In terms of EU policy, the proposed action is foreseen in the 2014-2020 NIP for Angola and frames into the "EU-Angola Joint Way Forward" agreement, which considers HE a priority area. It is consistent with the EU's Development Policy as set out in the New European Consensus on Development "Our World, our Dignity, our Future"³ and in the "Agenda for Change"⁴. The action is aimed at boosting the capacity of Angolan academia, scientists, researchers and institutions to participate in Erasmus+ and Horizon 2020, and to engage with the Tuning Project.

The action is consistent with the United Nations 2030 Agenda for Sustainable Development, namely SDG 4 "Ensure inclusive and quality education for all and promote lifelong learning"; SDG 5 "Achieve gender equality and empower all women and girls"; SDG 9 "Build resilient infrastructure, promote sustainable industrialisation and foster innovation. Targets: 9.5 and 9.B), and SDG 8 "Promote inclusive and sustainable economic growth, employment and decent work for all".

1.1.2 Stakeholder analysis

The UTG-PNFQ which will coordinate the development of the National Qualifications Framework for graduate and post-graduate higher education, lead the inter-ministerial coordination for mobilisation of resources for research and the development of an information platform (as the beneficiary of results 1.3.⁵ and 3.2).

The Ministry of Higher Education, Science, Technology and Innovation (MESCTI) is the overseeing authority responsible for steering the HE sector in line with the country needs, focusing on post-graduate teaching & learning and research. As the main beneficiary of results 1.1 and 1.2., the Ministry in cooperation with the National Higher Education Council (CNES) and the National Science Technology and Innovations Council (CNCTI) will play an active role in creating good practices of inclusive and participative governance. By capitalising on the multi perspective collective intelligence of stakeholders, MESCTI will be able to establish a shared view and develop *a post-graduate differentiation framework and specialisation strategy*, which will be *instrumental* in linking the research function of post-graduate higher education and research centres, as well as with private industries, services, civil society and local government in the pursuit of economic diversification and the development of priority areas. **The public and private HE institutions and research centres** will be the main beneficiaries of results 2.1 and 2.2 in engaging with the MESCTI in providing insights and perspectives and actively contributing to policymaking and regulation. Under the *post-graduate differentiation framework and specialisation strategy* they will develop and submit projects to be funded by the special EU research fund (result 2.2) to become knowledge and technology hubs in developing value

³ OJ C 210 of 30.6.2017.

⁴ COM(2011)637 final of 13.10.2011.

⁵ For understanding the numerical references to the project results, see chapter 4 – Description of the Action.

chains in line with the comparative advantage of their local economic, industrial, and community environment.

As key beneficiaries of result 1.1 within the MESCTI, the Planning and Statistics Department (GTI/GEPE) will develop the Ministry's capacity for evidence-based decision-making in cooperation with UTG-PNFQ, and **INAAREES**, the National Institute for the Evaluation, Accreditation and Recognition of Higher Education Studies, will enhance its role as the key agency for fostering the development of quality assurance mechanisms within HE institutions, and assuring relevant accreditation and recognition functions. INAGBE (*Instituto Nacional de Gestão de Bolsas de Estudo*), the National Institute for Management of Scholarships, will be supported in the development of internal post-graduate scholarships and for integrating its information system within the overall MESCTI Management Information System.

Within the institutions under the umbrella of the MESCTI, **researchers and academia** are the actors targeted by specific objectives (SOs) 1, 2 and 3 and are expected to design and conduct projects on knowledge production and technology development, become entrepreneurial in raising research funding and developing value chains with the private sector and society, and become more mobile and international through exposure to peers and institutions in the region.

UTG-PNFQ, MESCTI, HE institutions, academia and students will benefit from result 3.2 facilitating study choice through student – university matching, and post-graduate career development through matching post-graduate qualifications and competencies with employment and research opportunities via digital platforms.

Academia will benefit under result 3.1 from the alleviation of impediments to academic career development and special initiatives to improve equity of access and career development for women and vulnerable groups.

Private sector will be targeted by SO 2 for engaging with the HE institutions and research centres in developing and implementing value chain projects, and contributing to relevant curriculum development and post-graduate internship programmes in the pursuit of institutional specialisation strategies.

Civil society organisations, with which HE institutions will engage to developing research-driven problem-solving projects (result 2.2).

Vulnerable groups will be targeted by SO 3 as the action is designed to further strengthen Government policies and policy instruments in improving gender access, academic career prospects, and employment opportunities, especially in rural areas.

Regional or international universities and research centres who engage in the projects with the Angolan counterparts in implementing the diversification framework and specialisation strategy.

Other international cooperation partners will engage with the project activities and/or contribute with additional funding.

1.1.3 Priority areas for support/problem analysis

This project aims to address the weak capacity of the Angolan higher education, science, technology and innovation systems to create post-graduate human capital that effectively contributes to economic diversification and employment creation in priority sectors for Angola.

The main causes, on which the project will focus its activities, are:

1. **Weak capacity for inclusive and participatory governance, policymaking and change management** resulting from: (a) a lack of sector-wide consultation and decision making, and of inclusive and structured policymaking processes with stakeholders; (b) lack of a shared system wide vision and a common strategy to establish and regulate the differentiated and specialised HE&STI system that the Angolan economy needs.
2. **Weak regulatory capacity and policy instruments**, resulting from: (a) weak capacity for evidence-based assessment and policy making; (b) legalistic and control based Quality Assessment and accreditation not aligned to the diverse needs of a differentiated HE system; (c) weak information and coordination linkage to UTG-PNFQ.
3. **Weak institutional capacity for differentiated and specialised knowledge production and high-level human capital creation**, resulting from: (a) the lack of real autonomy and flexibility of HE institutions to differentiate and specialise; (b) a lack of investment in research-intensive national research capacity and knowledge production; (c) a lack of institutional capacity to engage with community and industry for knowledge production and technology development; (d) a lack of applied research and teaching and learning platforms to boost post-graduate and teacher learning with international knowledge and practice exchange.
4. **Weak linkage between HE funding and performance of HE institutions in creating knowledge and relevant** post-graduate human capital resulting from; (a) a lack of incentive and outcome based HE financing instruments for post-graduate teaching and learning; (b) lack of a fund to stimulate research and post-graduate learning projects; (c) limited supply of INAGBE internal post-graduate scholarships; (d) high dependence of Angolan institutions on state funding and student fees and their weak capacity to access regional and international sources of funding.
5. **Inequities of access and gender bias in the post-graduate academic career and lack of information on career prospects and job opportunity for the young** resulting from; (a) a lack of funding and regulation to actively promote access and equity across gender and socioeconomic vulnerable groups and the physically impaired; (b) lack of incentives and preference to make academic career development equitable for women; (c) lack of information on career prospects and job opportunities.

2. RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
Budgetary restrictions resulting from continued low oil prices and public revenue shortfalls reduce public expenditure in higher education, that could affect contributions to the sector of the planned creation of the education fund (<i>Ciência, Tecnologia e Inovação</i> - CIT).	Medium	The project foresees the setting-up and implementation of an "EU Research Fund" for research and development projects proposed by the HEIs within the framework of the specialisation strategy and linkage with private sector and civil society. The project will also build capacity for HEI's to increase their sources of international funding, such as Erasmus+ and Horizon 2020. The EU contribution to CIT (or EU Fund within CIT) is the part to be managed by EU, in a kind of a cluster, and also guaranties that the funds are available.
High pressure to cope with fast growing undergraduate demand and regulation not adapted to structural change towards post-graduate differentiation and specialisation hamper project implementation.	Medium	The project foresees working groups attached to the CNES and CNCTI to inventory regulatory impediments to the development of research and innovation projects with MESCTI and stakeholders and propose regulatory amendments to remedy these.
Insufficient appropriation from Government officials and/or political leaders.	Low	Continuous engagement with the relevant authorities at all levels.
Identified risks, such as the shortage of post-graduate teaching and research positions, the slow approval and subsequent evaluation of new post-graduate programmes, as well the cost of post-graduate programmes hampering participation of teaching staff in HEIs and research centres, may diminish the results that awarded projects intend to have.	Medium	The project will work with MESCTI and include measures in the special EU Research Fund guidelines, to ensure the opening of sufficient post graduate positions in public institutions to develop and run post graduate programmes, establish a fast track process and uninterrupted continuation for post graduate programmes, and to ensure that HEI train a minimum % of teaching staff with positions in these programmes.
More disadvantaged groups, also coming from rural areas, will be left out from access to funding its post graduate studies or research activities.	Low	The Fund - the EU Financing window in the CIT fund - will have provisions to support INAGBE in managing scholarships in favour of academic merit from students and researchers, also from disadvantaged socio-economic backgrounds.

Lack of English language competencies and of experience with international exposure limit capacity of institutions to fully seize the opportunities the project offers.	Medium	International exposure will stimulate motivation and competencies of senior staff and academia. English capacity building projects can be proposed to the EU Research Fund. If all else fails, a good portion of international activities can be linked to the Community of Portuguese Language Speaking Countries (CPLP).
Assumptions		
MESCTI is motivated to engage in participative and inclusive governance with the higher education institutions, research centres, industry, professional associations and civil society.		
The public and private higher education institutions, private sector associations, professional associations, and student associations are keen to contribute to the policy processes and implementation.		
The state funding system is sufficiently flexible to allow for post graduate performance based funding and for pilot funding mechanisms, such as the proposed EU Research Fund		

3. LESSONS LEARNED, COMPLEMENTARITY AND CROSS – CUTTING ISSUES

3.1 Lessons learned

There is little experience in Angola with higher education programmes so far, as the country was relatively closed in terms of international cooperation. However from the implementation of other EU-financed projects in Angola, especially the "Primary Education Support Programme (PAEP)" financed under the 10th EDF, the main problems with the execution of that programme were: (a) difficulties with monitoring project implementation owing to a lack of a clear definition of the persons in charge, which highlights the importance of assigning accountabilities; (b) low levels of financial execution of programme estimates, which requires special care in selecting the implementation modalities. Recently French, Spanish and Portuguese cooperation have engaged in some bilateral higher education cooperation programmes and to some extent in research. France, within its 2014 programme of support to the employability of young Angolan graduates through public-private partnerships between private companies in agroindustry, has in 2017 set up its first post-graduate programme with the Faculty of Engineering of *Universidade Agostinho Neto* (UAN); namely a Masters programme in "engineering of industrial systems". Lessons learnt are (a) very slow and centralised processes of curriculum approval and interruption of enrolment of new cohorts due centralised and slow evaluation processes; (b) the lack of PhD level Angolan teaching staff, the lack of academic teaching and research positions which are currently substituted for 80% with temporary contractual arrangements offering little perspective for post graduate career development; and (c) lack of internal scholarships.

These experiences show the need for close accompaniment and coaching of the Angolan participants, process managers and decision makers by technical assistance based in Angola to provide policy process structuring and leadership guidance, ensuring that implementation, learning, and ownership go hand in hand. The longer-term impact and sustainability of the results will also be improved as the quality of management improves as stakeholders go through the policy cycle several times and learn to raise the efficiency

and effectiveness of execution which limits the risk of low level of financial execution. Government commitment for the creation of post-graduate academic positions, decentralising and speeding up approval and evaluation processes, and the provision of internal scholarships for boosting the post graduate specialisation of young academic staff is also crucial

The experience of the EU in funding the development and implementation of best practices through pilots in areas where the country has no previous experience (such as the pilot cash transfers scheme funded by the 10th EDF Social Protection project) has demonstrated to be a very effective way to foster change in policies and practices in an effective and sustainable manner.

On the other hand, the findings of the ongoing evaluation on the ACP-EU cooperation in the area of higher education (2007-2017), will be taken into account during the implementation period. In addition, some of the findings of the Evaluation of the EU Development Co-operation Support to Higher Education in Partner Countries (2007-2014) will also serve as possible guidance.

3.2 Complementarity, synergy and donor coordination

Being part of the same focal sector of the NIP 2014-2020, this project and the **TVET** (Technical and Vocational Education and Training) **programme** Reviving Technical and Vocational Education and Training (RETFOP), implemented by the Portuguese and French cooperation agencies, will establish very close ties and synergies in various areas, particularly: 1) the development and implementation of the Human Capital National Plan (PNFQ); (2) the establishment of collaboration and partnerships among institutions of the two education levels in the development and implementation of the projects financed by the future EU Research Fund, particularly for the development of value chains; (3) the foreseen development of initial and sequential training courses for TVE teachers, which shall be provided by Angolan HE institutions, (4) the transition of TVE graduates to higher education, etc.

Angola has so far been *quasi absent* from international funding opportunities such as Erasmus+. Angolan Students, researchers and teachers have not been reaping the possibilities of EU programmes as Erasmus + and also the Marie Skłodowska-Curie Actions Research Fellowship Programme mobility. Therefore, this project also intends to reinforce the benefits for career development, professional and personal growth. Creating favourable institutional conditions for the Angolan HEI's to participate in the regional financing instruments such as Erasmus +, the Pan African Programme, and Horizon 2020, amongst others, is crucial and foreseen.

Angola benefits from the DCI Pan-African Programme focussing on Higher Education (and TVET), under the AU-EU Higher Education Programme, which is currently under adoption, and three components are complementary to this bilateral programme: i) "Tuning Africa 3" for the improvement of the quality and harmonisation of African higher education and support students' employability and mobility across the continent; ii) "Harmonisation, Quality Assurance and Accreditation 2" (HAQAA 2), aiming at further supporting the quality of higher education systems and programmes, transparency and the recognition of qualifications in Africa; and iii) "African Students and Alumni Association (ASAA)" aiming to promote young people's insights into educational processes and policies and innovative practices.

The project will look for engagement with the **AfDB research programme** for the provision of research funds and scholarships for training researchers. The project will also build on the two studies financed by the Bank on Higher Education finance and the impact of private higher education on quality levels in the system

The Project will also build on the employability project for the young, executed by the **French cooperation** focusing on public-private partnerships for higher education in Angola, especially the component that provides support to structuring the university-industry relationship around an evaluation and accreditation process of Higher Polytechnic education, and learn from the experiences in creating five new engineering courses at bachelors and licentiate levels and one at Masters level in 5 different provinces.

The project foresees linkages with the **10th EDF Trade Support project** *Projeto de Apoio ao Comércio* (ACOM) for the development of specific sectors and value chains towards export diversification in priority sectors for Angola.

The establishment of the special EU Research fund may attract other donors, such as the **Norwegian Cooperation**, to contribute to this or other government funds once the mechanisms and processes are in place.

The project will link with existing **digital platforms** as possible sources of reports on the labour market and career prospects together with video content and easily accessible information, and for disseminating information on the availability of scholarships from different sources for Angolan students.

The project will follow up where possible on engagements with **UNESCO** and **South African Cooperation** in the development of research capacity in Angola and extend these cooperation opportunities to post graduate academic projects through this project.

The project will also benefit from the wide coordination possibilities ensured through regular meetings in Brussels with Member States education experts and in the framework of the network of organizations in the "Donor Harmonisation Group on Higher Education".

The participation of the EU and Member States in global initiatives, such as the "Global Partnership for Education" and "Education Cannot Wait" will also serve as guidance on better practices of good donor coordination.

3.3 Cross-cutting issues

The project consists of a major intervention in supporting good governance in higher education, promoting inclusive participative and transparent policy making, and building long-term leadership capacity in such processes. In addition, the project will support universities in specialising and developing research and teaching capacity in the priority sectors for Angola including alternative energy technologies, food security, sustainable agriculture and fisheries, and water management. The project also directly addresses gender issues and prospects for vulnerable socioeconomic groups and physically impaired persons in post-graduate career development.

The project has explicit provisions for gender equity, both at the level of post-graduate female student access as at the level of career prospects for female academic staff at post graduate level. Regulations and other potential barriers will be canvassed and proposals developed for adoption at the national higher education council (CNES).

The universities and centres in Angola are not always prepared to facilitate access for persons with disabilities. The project foresees canvassing regulatory, financial and other

barriers of access and career development for vulnerable groups and the development of proposals for change to the higher education council.

On the other hand, traditional social behaviours are strong and prevail in rural areas, where decent jobs are lacking and employment preference often is given to men, especially in management and technical areas. Difficult access to education, study choices training and healthcare, mainly in rural areas, are gender typical.

Given that 52% of students are absorbed by the private sector, it is clear that only half of all students have access to directly subsidised higher education, while most of the remaining students pay their own way while some manage to obtain financing through INAGBE.

Access is hampered not only because of financial constraints but also because of the very high rejection rates of candidates by the institutions as demonstrated in the higher education 2015 yearbook. High demand allows institutions to raise the bar for the entry exams, especially at the public institutions, which often shows in greater rejection rates. This reduces access for students with disadvantaged socioeconomic backgrounds and lower quality secondary education, who are therefore less well prepared for facing the requirements for entry.

It is foreseen that these groups may benefit and have a facilitated access to the research Fund namely by involving disadvantaged HEIs from rural areas. Other incentives are to be put into place to foster the participation of disadvantaged students from poor backgrounds and with special needs and disabilities, through the creation of specific scholarships, based on academic excellency – merit and poor backgrounds.

The "Toolkit on Mainstreaming Gender Equality in EC Development Cooperation" will be promoted where appropriate. Furthermore, the project will include sources such as the new Gender Action Plan 2016-2020 "Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations 2016-2020"⁶, with particular reference to the thematic priority "Promoting the economic, social and cultural rights / economic and social empowerment of girls and women", as well as the study "Angola gender country profile" published in 2015.

4. DESCRIPTION OF THE ACTION

4.1 Objectives/results

Overall Objective

Increased economic diversification and employment creation in priority sectors⁷ for Angola.

Specific Objective 1: Enhanced alignment of higher education governance and policy instruments towards postgraduate research specialisation in priority sectors

Output 1.1: Enhanced alignment of governance decision making platforms, information systems and quality assurance mechanisms

A.1.1.1 Strengthen the capacity of the National Higher Education Council on participative policy and strategy development methodologies

⁶ SWD(2015)182 final of 21.9.2015

⁷ As laid out in the PNFQ and the *Programa Nacional de Desenvolvimento* (PND) 2018-2022.

A.1.1.2 Develop a post-graduate strategy by mapping regional economic products and services, the existing competencies and the research infrastructure, for new development opportunities

A.1.1.3 Establish an integrated management information system for GTI, GEPE, INAAREES and INAGBE and build capacity of GEPE to manage data for evidence based policy decisions

A.1.1.4 Prioritise swift approval and Quality Assurance systems of post graduate courses in priority areas with a formative and decentralised approach

Output 1.2: Incentive and outcome based finance instruments are in place to stimulate a post graduate differentiated specialisation

A.1.2.1 Develop and adopt special financing and accountability models to stimulate more funding to HEI

A.1.2.2 Establish, regulate and fund a special EU Research fund⁸ for financing post-graduate specialisation projects (if possible within the Science Innovation and Technology (CIT) Fund)

A.1.2.3 Fund scholarships through the EU Financing window and support INAGBE in managing them, also favouring vulnerable groups coming from disadvantaged socio-economic backgrounds and merit

Output 1.3: Strengthened inter-ministerial cooperation mechanism for implementation of the post graduate differentiated specialisation

A.1.3.1 Contribute to the cooperation between INAAREES and UTG-PNFQ in the establishment of the National Qualifications Framework (NQF) for graduate & postgraduate high education

A.1.3.2 Support the UTG PNFQ on the inter-ministerial coordination and linkage to mobilise resources (research centres, labs, competencies) towards the development of projects for economic diversification

A.1.3.3 Contribute to UTG data governance initiatives, to the establishment of the PNFQ - SIGOF and its linkages with established digital platforms

Specific Objective 2: Increased specialisation and recognition of postgraduate institutions

Output 2.1: Institutions have autonomy and flexibility to build their competitive advantage in areas of specialisation at post graduate level

A.2.1.1 Support the Higher Education Council on the assessment of laws, regulations and other constraints hampering institutional autonomy for specialisation and make proposals for change

A.2.1.2 Share knowledge and disseminate information on effective initiatives relating to management and incentives for stimulating research and development performance in universities

Output 2.2: Institutions have the capacity to develop their post graduate specialisation and formulate projects to finance its implementation

⁸ This special financing window will be dedicated to financing university specialisation projects as identified in A.2.2.1. and A 2.2.2.

A.2.2.1 Support mapping and assessing research facilities for cooperation and synergy

A.2.2.2 Build institutional capacity of HEI for formulating projects based on comparative advantage of their economic zone to be financed by the EU Research fund⁹, for accessing international research, innovation programmes and publishing, in partnership with key stakeholders

A.2.3.3 Support the creation of regional networks and communities of practice, poles of excellence, and post graduate South-South and North-South partnerships between institutions

Specific Objective 3: Increased equitable access to post graduation and career development to vulnerable groups

Output 3.1: Post graduate teachers and students from target groups and communities are more equitably represented across different disciplines and professions

A.3.1.1 Identify higher education regulation, funding and institutional management mechanisms that are hampering the post graduate career prospects for women and vulnerable groups

A.3.1.2 Advise National Higher Education Council on developing a framework for accessibility to post graduation independent of socio-economic disadvantage, gender, geographical location or disability

Output 3.2: Students and job seekers have easy access to information on study choices, scholarships and post graduate career development

A.3.2.1 Support public/private partnerships in the development of sustainable digital platforms and content with study programmes, scholarships, research and employment opportunities

A.3.2.2 Fostering partnerships between key stakeholders for better opportunities for jobs and prospects of career progression

4.2 Intervention logic

Given that the EU support of EUR 13 million is small compared to an exponentially growing higher education system with about 250 000 students distributed over 255 different campuses of 64 institutions over the country, the project focuses on creating post-graduate human capital and developing value chains for economic diversification and employment in priority areas for Angola. This approach can provide the high impact change that is needed for boosting the role of higher education science and technology as a catalyser for a transformative and diversified economy and greater employability in Angola. In a nutshell, the diagnostic study found that the system lacks the knowledge production capacity to produce post graduates with the relevant knowledge, competencies and skills for contributing significantly to economic diversification and employment. The lack of a system wide vision of higher education science and technology as a differentiated knowledge production and competence development system, coupled with a state driven uniform regulatory approach has led to reduced autonomy and capacity of the public and private institutions. The lack of differentiation and flexibility in the system hampers institutions to place themselves at the top of the knowledge production system with beneficial effects to

⁹ This special financing window will be dedicated to financing university specialisation projects as identified in A.1.1.2, A.2.2.1. and A 2.2.2.

knowledge production and transmission for the whole system and society at large. The institutions also lack the vision and the capacity to develop themselves as knowledge producers and relevant partners in the development of the country. From the diagnosis, it is clear that a collaborative approach is needed among all stakeholders in order to achieve the complex undertaking of making higher education science and technology a catalyser for economic growth and diversification.

As a **first specific objective**, the project will therefore concentrate on working with the MESCTI on building and strengthening the Ministry's capacity for leading inclusive and participatory governance, policy and decision-making processes with stakeholders, and on differentiating and strengthening the portfolio of policy and incentive instruments at its disposal. Of these stand out: (1) the development of a post-graduate differentiation framework and specialisation strategy; (2) the development of statistical capacity for evidence-based policymaking; (3) fostering quality assurance through balanced formative and normative instruments and through the creation of collaborative networks for expertise mobilisation; (4) increasing the information and coordination capacity for achieving the PNFG ambitions, and (5) broadening the portfolio of incentive and outcome based finance instruments to stimulate a post graduate differentiated specialisation strategy to boost knowledge production. The project will also support the Ministry and stakeholders in identifying and dismantling unnecessary barriers to internationalisation, inter-university cooperation and university-industry linkages, by creating balanced autonomy and accountability conditions through participative governance and policymaking

In a mirror image, the project will focus its **second specific objective** on raising the capacity of higher education institutions and research centres for differentiation and specialising in knowledge production and post-graduate human capital creation. As a major instrument for doing so, the project foresees the implementation of a pilot experience of a fund to finance research projects – a special EU Research Fund. The experience and lessons learned from this pilot experience will then serve to further develop, readjust or expand the embryonic government's Science, Innovation and Technology Fund (CIT).

This research fund will serve three main purposes: 1) to create the capacity and hands-on experience of MESCTI and other relevant national institutions in managing national funding schemes for research; and 2) to capacitate HEIs and research centres in developing project proposals as a stepping stone to prepare them for future engagement with international funding mechanisms such as Erasmus + and Horizon 2020 (the project will provide specific capacity building actions and guiding to these institutions).

The Fund will launch calls for proposals from HEIs in collaboration with research centres (STI), private sector, civil society and local governments, for the implementation of projects that are in line with their post-graduate specialisation strategy and the economic priorities of their region and socio economic zone.

Examples of such project proposals are, for instance: post graduate practice oriented Teaching and Learning methods, blended learning with online micro Masters, new specialised Masters programmes with graduation projects & research internships in private enterprises or government institutions, new specialised Masters programmes for the development of new engineering fields such as bio engineering, sustainable energy, and/or commercial fishery and agro-management, or transversal specialisations like commercial diplomacy, international trade law, statistics, development socio economics, digital economics, data science, etc. The projects can also be geared to social and economic value chain development and research such as the mapping of economic zones and their value

chain potential, mapping of research competencies and infrastructure in these zones, agro-industrial transformative processes, waste recycling value chains, biotechnology, biochemistry, bacteriology, epidemiology-based value chains or services, the establishment or upgrading of ISO certified quality testing & development labs, drone technology and application, market research, community outreach and value chain development with cooperatives. The projects can also address policy research and development related to socioeconomic development through economic and export diversification. These examples are by no means exhaustive or limiting as the project aims to build a bottom up dynamic of creative projects emerging from decentralised cooperation within the local economies and society.

The project will not be geographically bound to specific provinces as it is focusing on generating bottom up innovation guided by the differentiation framework and specialisation strategies and creating poles of excellence and post-graduate knowledge production.

The Fund will be overseen by the project steering committee, and the projects in response to the call for proposals will be awarded after evaluation by a panel of experts.

As a **third specific objective**, the project will study the academic career prospects of women and disadvantaged groups in post graduate higher education and support government in canvassing and eliminating barriers, adapting regulation where necessary, and developing incentives for faster growth in female and disadvantaged participation at all levels of academic life. The project will also look for ways to support INAGBE, in order to balance the risk of skewing the allocations disproportionately towards the male and the better off.

The project will also support public/private partnerships in the development of sustainable digital platforms and content to match students with relevant HE institutions, study programmes and scholarships to stimulate informed study choice in areas of specialisation. The existence of such platforms and the incipient engagement of UTG-PNFQ will facilitate such activity. So far, public institutions have been absent from these platforms and the project will stimulate their participation.

In terms of inputs, the project will support the policy and decision-making platforms; the development and facilitation of working groups workshops and trainings; the elaboration of canvassing exercises, studies and baseline assessments in order to establish a shared perspective on the state of affairs; and the development of a differentiation framework and specialisation strategy.

The project will also provide management expertise and capacity building for managing the EU research fund and project awarding system, as well as for building project formulation and implementation capacity at the level of the HEI and STI centres.

Due to the lack and shortage of indicators and other essential data, crucial to access, monitoring and the evaluation of the performance of the project, it is also expected that the entrusted entity conducts a survey to collect data for a baseline study and present all instruments and methodologies used while presenting the final data collection. This task will be essential for evidence based policy decision making.

5. IMPLEMENTATION

5.1 Financing Agreement

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

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.2 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 authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute non-substantial amendment in the sense of Article 9(4) of Regulation (EU) 2015/322.

5.3 Implementation of the budget support component

N/A

5.4 Implementation modalities

Both in indirect and direct management, 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 affecting the respective countries of operation¹⁰.

5.4.1 Indirect management with a Member State agency

This action may be implemented in indirect management with Expertise France. This implementation entails the management of all cooperation and support activities programmed in the present project. This implementation is justified because the French cooperation (Service de Coopération et d'action culturelle - SCAC) has worked closely with the Ministry of Higher Education and the International Centre for Pedagogical Studies (CIEP) and Expertise France is an implementing agency of the 11th EDF TVET programme RETFOP, with which it will share the same beneficiaries and stakeholders and will need to establish strong collaboration and synergies for the successful implementation of both projects (as referred to in section 3.2).

The implementing partner should come forward with a set of preliminary declarations of intent for partnerships signed with European universities and research centres as well as with universities and research centres in the SADC region and other South–South cooperation partners in higher education and research such as Brazil and South Africa, in the intended specialisation areas. It is important to have a good mix of cultures and expertise to promote internationalisation of the Angolan system.

The entrusted entity would carry out the following budget-implementation tasks: managing and enforcing contracts, procurements procedures, making payment, accepting or rejecting deliverables, enforcing checks and controls and recovering funds unduly paid.

¹⁰ https://eeas.europa.eu/sites/eeas/files/restrictive_measures-2017-04-26-clean.pdf

5.5 Scope of geographical eligibility for procurement and grants

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

The Commission's authorising officer responsible may extend the geographical eligibility in accordance with Article 22(1)(b) of Annex IV to the ACP-EU Partnership Agreement on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.6 Indicative budget

	EU contribution (in EUR)
5.4.1 Indirect management with Expertise France (all components)	12 750 000
5.9 Evaluation 5.10 Audit	250 000
5.11 Communication and visibility	To be implemented by Expertise France
Total	13 000 000

5.7 Organisational set-up and responsibilities

This project is about and needs participative decision-making and a sector wide approach. The organisational set up for steering the project should reflect that.

Two main governmental actors are crucial for the project:

1. The Ministry of Higher Education Science Technology and Innovation (MESCTI)
2. The Technical Management Unit (UTG) for coordination of the PNFQ

Technical coordination Committee (TCC)

The TCC is in charge of overall technical coordination of project implementation and will ensure inter-ministerial coordination and collaboration as well as engagement with private sector associations, civil society associations, and cooperative associations, and other relevant stakeholders at a national level.

It should also follow up on the operations of the special EU research fund which will be managed by the Management unit headed by the long-term TA Team Leader and MESCTI Focal point

The Technical Coordinating Committee (TCC) is composed of a representative of MESCTI (Focal point for the project), UTG-PNFQ, the EU Delegation, and the long-term TA team and should meet every two months.

Steering Committee (SC)

The project Steering Committee (SC) will be established to provide strategic guidance on project implementation and ensure the coordination among the involved ministries and partners. This strategic guidance will take in account the strategic directions taken in the National Higher Education Council (CNES) and the National STI Council (CNCTI) on the basis of inclusive participative governance and policymaking with stakeholders. The project Steering Committee will review the accomplishment of project objectives and results, issue

opinions on opportunities, discuss progress, monitoring and evaluation reports and propose alternative measures to mitigate eventual deviations. The SC shall also validate the annual work plans and budget. The SC should be chaired by the Minister of MESCTI and should include representatives of the UTG-PNFQ, the EDF National Authorising Officer, and the EU Delegation. The TA Team Leader, together with the MESCTI focal point, will form the secretariat of the Steering Committee. This Committee will meet every 6 months. Each Steering Committee member has the right to call a special SC meeting when an urgent matter arises. On a case by case basis, representatives from other public, private and civil society entities can be invited by the Chair.

5.8 Performance monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partners' responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the log-frame matrix (for project modality). The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

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).

5.9 Evaluation

Having regarded the nature of the action, a mid-term and a final evaluation will be carried out for this action or its components via independent consultants contracted by the Commission.

The mid-term evaluation will be carried out for problem solving, learning purposes, in particular with respect to a possible launch of the second phase of the action.

The final evaluation will be carried out for accountability and learning purposes at various levels (including for policy revisions), taking into account in particular the fact that the success of the implementation and effects of the innovative governance and policy processes and governance instruments, as well as the improvements in autonomy and capacity of the higher education and research institutions, and the impact those have on the production of knowledge and the creation of high level human capital in Angola. In addition an overall assessment will be made of improvements to access to higher education for socioeconomic vulnerable groups and women, academic career prospects for women, and employment opportunities for graduates.

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

The evaluation reports 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.

Indicatively, one contract for evaluation services shall be concluded under a framework contract during the three months following the end of the operational implementation period.

5.10 Audit

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.

Indicatively, one contract for audit services shall be concluded under a framework contract during the six months following the end of the operational implementation period. The financing of the audit shall be covered by another measure constituting a financing decision.

5.11 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU and the entrusted entity is only allowed to channel EU funds to final recipients by way of grants, public procurement or financial instruments.

In terms of legal obligations on communication and visibility, the measures shall be implemented by Commission, the partner country, contractors, grant beneficiaries and/ or entrusted entities. Appropriate contractual obligations shall be included in the implementation agreement, procurement and grant contracts, and delegation agreements.

This action shall contain communication and visibility measures based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation and supported with the budget indicated in section 5.6 above.

The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

Communication and visibility of this action will be undertaken by the implementing partner in accordance with the budget reflected in section 5.6 above.

APPENDIX - Indicative Logframe matrix (for project modality) ¹¹

The activities, the expected outputs and all the indicators, targets and baselines included in the logframe matrix are indicative and may be updated during the implementation of the action, no amendment being required to the financing decision. When it is not possible to determine the outputs of an action at formulation stage, intermediary outcomes should be presented and the outputs defined during inception of the overall programme and its components. The indicative logframe matrix will evolve during the lifetime of the action: new lines will be added for including the activities as well as new columns for intermediary targets (milestones) for the output and outcome indicators whenever it is relevant for monitoring and reporting purposes. Note also that indicators should be disaggregated by sex whenever relevant.

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
Impact	Overall Objective: Increase economic diversification and employment creation in priority sectors for Angola	1) Number of new PhD researchers in science and technology 2) Knowledge Economy Index 3) # of new value chains designed through the EU research fund	1) Zero Baseline (2018) 2) 1.08 in 2010 3) Zero Baseline (2018)	1) 40 new PhD researchers in science and technology until 2022, as of PND 2) 3.00 by 2022 3) 10 value chains in specialisation areas by 2022	<ul style="list-style-type: none"> ▪ 1) PND ▪ 2) World Bank ▪ 3) Final study by implementation partner and Annual Public Finance reports 	
Specific objectives: Outcomes	SO.1: Aligning HE governance and policy instruments towards postgraduate research specialisation in priority sectors	1.1) # Post-graduate teachers and researchers (public HEIs) 1.2) Status of policy based on potential territorial comparative advantage by MESCTI 1.3) Status of adoption of relevant legal framework (Integrated management information and Quality Assurance systems)	1.1) GEPE (2017) 1.2) Non existent/ Not available (N/A) (2017) 1.3) N/A (2017)	1.1) 100 new added by 2022 1.2) Policy adopted and relevant Action Plan developed by 2020 1.3) Integrated management information system for GTI, GEPE, INAAREES and INAGBE, CNES and Quality Assurance systems group are fully operational (2021)	<ul style="list-style-type: none"> ▪ 1.1 GEPE data ▪ 1.2 Ministerial MoM of governance meetings notes ▪ 1.3. CNES, MESCTI and Quality Assurance systems group (GEPE-INAAREES-INAGBE-DPG-meeting notes) 	MESCTI (Government of Angola embraces an inclusive and participative approach to steering and regulating HE - PND targets are actively pursued and evaluated

* a) b) c) No statistics are currently available. Baselines, indexes and targets to be defined through baseline study to be prepared in the beginning of the project. Data currently available is mostly for primary and secondary education.

**All data disaggregated by sex and region

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
	SO.2: Increase specialisation and recognition of postgraduate institutions	2.1) # of public HEIs with specialisation projects 2.2) # of private HEIs with differentiated projects 2.3) # of nationally and internationally peer reviewed research papers published by institution	2.1) Zero Baseline (2017) 2.2) Zero Baseline (2017) 2.3) Zero Baseline (2017)	2.1) 8 by 2022 2.2) 8 by 2022 2.3) 1 paper per PhD researcher/year; 20 internationally reviewed research papers from Angolan HEI/ year by 2022	<ul style="list-style-type: none"> 2.1) GEPE data 2.2) Project reporting 2.3) Scopus 	Government is able to prioritise investment and to build niches of excellence
	SO.3: Increase equitable access to post graduation and career development to vulnerable groups	3.1) % Post-graduates (m/f) finding relevant (self or not) employment within 1, 2, & 3 years of graduation 3.2) % of women in post-graduate careers by region 3.3) # Post-graduated (m/f) with physical disabilities	3.1) Zero Baseline (2017) 3.2) GEPE 2017 3.3) Zero Baseline (2017)	3.1) TBD in the inception phase 3.2) 3% growth per year 3.3) TBD in the inception phase	<ul style="list-style-type: none"> 3.1) Longitudinal tracing studies by project 3.2) GEPE Annual statistics 3.3) Annual Statistics from the central statistics office 	The Government adopts a more inclusive policy oriented for gender and protection of vulnerable groups
Outputs	<u>Result 1.1</u> Enhancing alignment of governance decision-making platforms, information systems and quality assurance mechanisms	1.1.1) # Status of fast track quality and approval measures by CNES/CNCTI working groups	1.1.1) Zero Baseline (2018)	1.1.1) 20 new measures and/or programmes operational by 2022	<ul style="list-style-type: none"> 1.1.1) Official Ministerial MoM and stakeholder meeting notes, reports and Ministerial decrees 	MESCTI is able to provide a cooperative and productive relationship with stakeholders.
	<u>Result 1.2</u> Incentive and outcome based finance instruments are in place to stimulate a post-graduate differentiated specialisation	1.2.1) # of post-graduate specialisation scholarships available in Angola	1.2.1) CIT Fund incipient; EU fund with EUR 8 million by 2019	1.2.1) 200 Master; 50 PhD by 2022	<ul style="list-style-type: none"> 1.2.1) EU Research fund reports/CIT Fund reports 	INAAREES leadership and key staff willing and able to make a significant culture change
	<u>Result 1.3</u> Strengthening inter-ministerial cooperation mechanism for implementation of the post-graduate differentiated specialisation	1.3.1) # of inter-ministerial cooperation and protocols signed 1.3.2) % of post-graduate programmes inventoried and accessible in one platform	1.3.1) Zero Baseline (2018) 1.3.2) Zero Baseline (2018)	1.3.1) Established by 2019 ¹² and 4-7 protocols signed by 2020 1.3.2) 100% by 2021	<ul style="list-style-type: none"> 1.3.1) Project reporting 1.3.2) Project reporting 	UTG-PNFQ is prominent in stimulating inter-ministerial and multi-sector cooperation

¹² PDN Meta 1.1: Quadro Nacional de Qualificações, com a estrutura de níveis de qualificação, elaborado e aprovado até 2019.

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
	<u>Result 2.1</u> Institutions have autonomy and flexibility to build their competitive advantage in areas of specialisation at post-graduate level	2.1.1) # Regulatory barriers to autonomy removed	2.1.1) Zero Baseline (2018)	2.1.1) 0 by 2021	<ul style="list-style-type: none"> 2.1.1) Published laws/ decrees 	The inclusive and participatory governance and steering platforms are in place and functioning)
	<u>Result 2.2</u> ¹³ Institutions have capacity to develop their post-graduate specialisation and formulate projects to finance it	2.2.1) # applications submitted 2.2.2) % successfully completed 2.2.3) # projects with private and public sector	2.2.1) Zero Baseline (2018) 2.2.3) Zero Baseline (2018) 2.2.3) Zero Baseline (2018)	2.2.1) 50-150 (2022) 2.2.2) at least 80% by 2022 2.2.3) d) 20 per year	<ul style="list-style-type: none"> 2.2.1).EU Research fund reports 2.2.2).EU Research fund reports 2.2.3).EU Research fund reports 	HEI respond dynamically to the funding opportunity
	<u>Result 3.1:</u> Post-graduate teachers and students from target groups and communities are more equitably represented across different disciplines and professions	3.1.1) # of assessment studies financed and completed by EU Research fund	3.1.1) Zero Baseline (2018)	3.1.1) At least 1 / Academic region/ year	<ul style="list-style-type: none"> 3.1.1) EU Research fund reports; institutional reports and the final evaluation of the project 	The Government adopts a more inclusive policy oriented for gender and protection of vulnerable groups
	<u>Result 3.2:</u> Students and job seekers have easy access to information on study choices, scholarships and post-graduate career development	3.2.1) % of enrolments in post-graduate programmes and jobs through digital platforms	3.2.1) Zero Baseline (2018)	3.2.1) TBD in the inception phase	<ul style="list-style-type: none"> 3.2.1) EU Research fund reports; institutional reports and the final evaluation of the project 	Public/private partnership can be successfully established

¹³ PDN Programa 1.2.7 – Objetivo 3, meta's 3.1, 3.2, 3.4.