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ANNEX 1

of the Commission Implementing Decision on the financing of the annual action plan in favour of the Republic of Ghana for 2022

Action Document for the EU – Ghana Pact for Skills

ANNUAL PLAN

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

1 SYNOPSIS

1.1 Action Summary Table

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| 1. Title CRIS/OPSYS business reference Basic Act | EU – Ghana Pact for Skills OPSYS number: NDICI AFRICA/2022/ACT-60920 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe) |
| 2. Team Europe Initiative | Team Europe Initiative on Smart, Green and Digital Recovery in Ghana |
| 3. Zone benefiting from the action | The action shall be carried out in Ghana |
| 4. Programming document | 2021-2027 Multiannual Indicative Programme for Ghana ¹ |
| 5. Link with relevant MIP(s) objectives / expected results | <p>This action intends to contribute to Specific objective 3 of Priority Area 1 – Green Growth for Jobs: Improve the efficiency, relevance, and quality of Technical and Vocational Education and Training (TVET) and higher education to boost employment in the green, digital, and pharmaceutical sectors. More specifically, this action aims to contribute to the following results:</p> <ul style="list-style-type: none"> ➤ Result 3.1: To support an efficient management and the sustainable financing of TVET service delivery. ➤ Result 3.2: To increase the relevance and availability of curricula and ensure that curricula is driven by labour market demands. ➤ Result 3.3: To improve the skills of employment seekers in the areas of digital, green, and pharmaceutical technology. <p>Through a specific targeting of regions of origin of migration and of returning migrants, this Action will complement the Action ATUU – A Ghanaian-European safe and prosperous people's mobility project addressing Priority area 3 – Good governance and security, Specific objective 1: Support green, democratic and financial governance and migration management.</p> |

¹ https://international-partnerships.ec.europa.eu/system/files/2022-01/mip-2021-c2021-9368-ghana-annex_en.pdf

| PRIORITY AREAS AND SECTOR INFORMATION | | | | |
|--|---|-------------------------------------|-------------------------------------|----------------------------|
| 6. Priority Area(s), sectors | 110 – Education 160 – Other social infrastructure and services / employment Creation | | | |
| 7. Sustainable Development Goals (SDGs) | Main SDG: SDG 4 (quality education) Other significant SDGs: SDG 5 (gender equality and women empowerment) SDG 8 (decent work and economic growth) SDG 10 (reduced inequalities) SDG12 (sustainable consumption and production) SDG 13 (climate action) | | | |
| 8 a) DAC code(s) | DAC code 1 – 11330 Vocational training – 45% DAC code 2 – 11420 Higher education – 25% DAC code 3 – 16020 Employment creation – 20% DAC code 4 – 16080 Social dialogue – 10% | | | |
| 8 b) Main Delivery Channel | United Nations agency, fund, or commission (UN) - 41000; Universities, colleges, teaching institutions, research institutes, or think tanks – 51000; Member State agencies - 11000 | | | |
| 9. Targets | <input checked="" type="checkbox"/> Migration <input checked="" type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance | | | |
| 10. Markers (from DAC form) | General policy objective @ | Not targeted | Significant objective | Principal objective |
| | Participation development/good governance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Aid to environment @ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Gender equality and women's and girl's empowerment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Trade development | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Reproductive, maternal, new-born and child health | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Disaster Risk Reduction @ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Inclusion of persons with Disabilities @ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Nutrition @ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | RIO Convention markers | Not targeted | Significant objective | Principal objective |
| | Biological diversity @ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Combat desertification @ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Climate change mitigation @ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---------------------------------------|---|--|---|----------------------------|
| | Climate change adaptation @ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11. Internal markers and Tags: | Policy objectives | Not targeted | Significant objective | Principal objective |
| | Digitalisation | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services | YES <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | NO <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| | Connectivity @ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | digital connectivity energy transport health education and research | YES <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | NO <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | |
| | Migration @ (methodology for tagging under development) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Reduction of Inequalities @ (methodology for marker and tagging under development) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Covid-19 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BUDGET INFORMATION | | | | |
| 12. Amounts concerned | <p>Budget line(s) (article, item): BGUE-B2022-14.020120-C1-INTPA</p> <p>Total estimated cost: EUR 25 500 000</p> <p>Total amount of EU budget contribution EUR 17 000 000</p> <p>This action is co-financed in joint co-financing by:</p> <ul style="list-style-type: none"> - EU Member State, for an amount of EUR 8 000 000 - International organisation, for an amount of EUR 500 000 <p>Other co-financings could be added from partners not yet identified.</p> <p>The Action contributes to the TEI on Smart, Green and digital recovery in Ghana, to which the Czech Republic, Denmark, France, Germany, Hungary, Spain, The Netherlands as well as the European Investment Bank participate, for a total grand amount of circa 800-850 MEUR. Italy is also interested to join the TEI and assessing possible partnerships.</p> | | | |
| MANAGEMENT AND IMPLEMENTATION | | | | |

| | |
|--|---|
| 13. Type of financing² | Direct management through: - Grants Indirect management with a pillar assessed entity(ies) selected in accordance to criteria set out in section 4.4.2. |
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1.2 Summary of the Action

The **EU-Ghana Pact for Skills** is a comprehensive programme that seeks to increase youth employment through reducing the persistent mismatch between the skills offered by training providers and the requirements of the private sector and improving employment services for an easier access to the job market. The programme thus aims to boost the creation of new careers in low-carbon and digital sectors.

Formal vocational training at the secondary and tertiary level suffers from a lack of infrastructure, limited market-oriented training, and inefficient labour market orientation. Digital and green jobs have enormous potential and could substantially contribute to reduce youth unemployment. The proposed action addresses these issues through a multi-level approach - macro, meso, and micro - to capacity development and promotes cooperation between the government, the private sector, the employment services and the training institutions for a smoother transition into future job markets.

The action's **overall objective** is to **boost decent employment for all with a special focus on digital and green sectors**.

The action has **four main outcomes (specific objectives)**:

- SO.1: Enhanced sustainable financing of TVET and policy coherence across skills-development programmes and environmental policies.
- SO.2: Increased relevance and availability of competency-based training (CBT)³ programmes to respond to labour market needs, including for digital and green transitions, and notably in regions of origin of migration.
- SO.3: Better transition of students in tertiary education into the job market, mainly in green and digital sectors, and notably in regions of origin of migration
- SO.4: Increased effectiveness of employment services to facilitate a smoother transition into the job market in Ghana and abroad, notably for potential and returning migrants.

To achieve the results of the action, the EU will partner with a wide range of stakeholders to: i) enhance the capacities of state actors to implement key TVET reforms; ii) boost TVET-industry cooperation by enhancing private sector participation in curriculum design and training (with a focus on the integration of green and digital skills in certain trades) iii) promote North-South cooperation through partnerships between European and Ghanaian universities and, iv) improve employment services for job seekers.

This action will address major skills-related challenges and constraints, and it will propose skills-development responses in the light of the growth of the green economy, rapid technological changes, and digitalisation. The action will also contribute in minimising major skill gaps and bottlenecks that prevent Ghana from achieving its full potential in decent employment creation.

A key element of the action will be the cooperation with the private sector in promoting digital and green employment skills. The main type of sectors that the action will prioritise will be chosen in close dialogue with the national stakeholders (including the private sector and other development partners). The choice will be guided by the National Green Job Strategy that has a clear focus on clean and renewable energy, waste management and recycling, agriculture and constructions. This action will consolidate and further strengthen the Sector Skills Bodies (SSBs) - established with previous support - and will develop effective collaboration with the EU chambers of commerce (including the Eurocham).

² Art. 27 NDICI

³ The Ghanaian Government defines competency-based Training (CBT) as follows: "CBT is an outcome-based, industry-driven education and training programme based on industry generated standards (occupational standards). These occupational standards are the basis upon which the programme (curriculum), assessment and learning materials are designed and developed." (COTVET 2012: Manual for CBT Curriculum/Material Development and Training Implementation.).

Given the complex and transversal nature of green and digital jobs and related skills policies, the action will build on the past experiences of skills development and on solid partnerships with key leading institutions – the Ministry of Employment and Labour Relations (MELR), the Ministry of Education (MoE), the Commission for TVET, and the newly established TVET Service. Through these partnerships, the action will consolidate relations with other key line ministries and with different levels of government to ensure an integrated approach to skills development. This will be done through a whole-of-government approach. This approach will support accountability and results through targeted capacity building, assistance with monitoring and impact evaluation frameworks. It will also offer support to enhance governance through social dialogue and stakeholder engagement.

The action contributes to the Team Europe Initiative on Smart, Green and digital recovery in Ghana, to which the Czech Republic, Denmark, France, Germany, Hungary, Spain and The Netherlands participate. It will consolidate EU-Ghana partnership on employment and will initiate a solid policy dialogue in the fields of education, skills and professional development. It will also contribute to the EU-Ghana partnership on migration by offering, where possible, alternatives to migration to potential and returning migrants.

Moreover, by improving the efficiency, relevance and quality of Technical and Vocational Education and Training (TVET), with a focus on green and digital skills, the Action will also significantly contribute to the Global Gateway, especially its pillar on *Education and research* and, indirectly, to the *digital sector* and *climate and energy* pillars.

2 RATIONALE

2.1 Context

After two decades of GDP growth above 5%, Ghana is now a lower middle-income country, where poverty rates have decreased by half. However, this economic growth has not been fully inclusive and has led to increased inequality, mainly between the richer south and the poorer north, feeding insecurity and violence. The unemployment rate has not decreased in the last five years: 32.8% of the population 15-24 years is unemployed⁴. Despite the lack of data, unemployment among youth with disabilities may be higher, since they face unequal opportunities. Their low participation in education can also lead to unemployment. An estimated 40.1 percent of the total persons with disabilities never attended school⁵, and the difference between males and females is significant, corresponding respectively to 47.9 percent and 31.5 percent⁶.

In 2016, it was projected that, because of the country's growing youth population, 300,000 new jobs would have to be created each year to absorb the increasing number of unemployed young people. Yet the structure of the Ghanaian economy in terms of employment has not substantially changed in several decades. Most jobs are low-skilled, requiring limited cognitive or technological know-how. The quality of these jobs is reflected in low earnings and less decent work. Therefore, a great challenge for Ghana is to create access to an adequate number of high-quality, productive and decent jobs.

The country's educational system channels about 210,000 unemployable unskilled and semiskilled young Ghanaians (including about 60% of graduates at various education levels and those who exit early) into the labour market each year.⁷ The quality of education in Ghana and the weak link between the education sector and the productive sectors of the economy remain major challenges. Academic training is generally not aligned with labour market dynamics, which constantly call for new and different skill sets. In addition, the usage and application of technology are limited, but those tools are critical, given the changing nature of work. Employment support services are minimal, and most of the existing services are ineffective, particularly those offered by public training academic institutions and the public employment services due to under-resourcing and underfunding.

The proportion of secondary school graduates opting for qualified vocational training is very low: the number of young people transitioning from school to formal training programmes is currently only around 7% of junior high

⁴ Ghana Population and Housing Census 2021

⁵ Ghana Population and Housing Census 2010

⁶ ILO, "TVET opportunities in the Ghanaian hospitality and tourist sector", 2020, https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_754220.pdf

⁷ Ghana Ministry of Employment and Labour Relations, 2016

school graduates in Ghana. Women make up only about a quarter of these trainees and are heavily under-represented, especially in technical and skilled trades due to gender stereotypes and structural and social issues (early marriage, child-rearing, and structural disadvantage), among others. Only 2.0 percent of the total persons with disabilities completed VET; The participation of women and persons with disabilities (PWD) in this sub-sector is particularly low, especially in traditionally male-dominated areas such as engineering and construction: 26% female enrolment was registered for 2015/16 and in Senior High Technical Schools this number was just 11% in 2016/17⁸.

Senior High Technical Schools this number was just 11% in 2016/17, Formal vocational training suffers from a lack of infrastructure, practical training, lack of qualified trainers and labour market orientation. The proportion of secondary school graduates attending university is below 50%.

Many youth lack the digital and non-digital - e.g. green-related - skills necessary to successfully access meaningful employment opportunities, particularly the ones offered by the Ghanaian digital and green enterprises. For persons with disabilities accessing digital and mobile technology in Ghana is limited, persons with disabilities are 42% less likely to know about the internet compared to non-disabled persons and 74% less likely to use mobile internet⁹. To increase participation in the green and digital economy that drives growth, empowerment and job creation, it is recognised that vulnerable groups – especially youth and women - do not possess the capability or skills to fully participate to such development and to embrace the range of services driving inclusive growth. Coordination among stakeholders is necessary to tackle the aforementioned challenges, especially from two sides:

- Education and learning system should be job market driven and innovative.
- Private - green and digital - sector should inform the skills development processes.

The Government of Ghana recognises these challenges and over the last years, the political agenda has focused on opportunities and challenges related to employment, skills development, and the environment. The proposed action is fully aligned with and respond to Ghana's policy priorities. It will notably feed into the Education Strategic Plan 2018–2030, the Education Sector Medium-Term Development Plan 2022–2026 (ESMTDP), and the new Strategic Plan for TVET Transformation (2023–2027) both under revision in 2022. In addition, the action will support the implementation of the National Green Jobs Strategy and Ghana's Digital Agenda, boosting the creation of green and digital jobs through coherent and effective policy coordination of sectoral approaches. The action will also contribute to the One District, One Factory (1D1F) programme, through which the government is trying to build a skilled and educated society ready to employ youth in those key transformative sectors - e.g. green and digital - that contribute to an innovative and sustainable workplace. Finally, the action will complement other initiatives, such as the Free Senior High School (Free SHS) programme, which from April 2022 should also cover TVET, and the Open University Ghana Programme (starting in 2022-2023) to expand access to quality tertiary education and skills training through digital technologies.

The action will work in the above mentioned areas in full alignment with EU geopolitical priorities as well as Ghana's development plans. Specifically, the action is aligned with 1) the external dimension of the EU Green Deal Strategy (particularly with the objective of working with EU partners to support a just transition globally), 2) the priorities set under the joint communication *Towards a Comprehensive Strategy with Africa*, particularly the human development priority - through providing youth with education, training, skills, and preparing them to seize opportunities in future labour markets and changing societies - and the migration priority - as it will target potential and returning migrants -, and 3) the 2030 Agenda for Sustainable Development.

So far, the EU and members states' contribution to skills development in Ghana was fragmented and not adequately coordinated. At EU level, skills development was embedded in a variety of programmes but the direct contribution to TVET represented only a limited portion of the 11th EDF. The proposed action will build on the previous interventions in the sector, with a renewed and more concentrated focus and a special attention to enhance the cooperation between the private sector and government authorities¹⁰.

Globally, the EU in Ghana will increase its presence in the education-for-employment space, becoming a key partner of the Government. The EU will foster coordination amongst key stakeholders, with a special attention to

⁸ <https://assets.globalpartnership.org/s3fs-public/2019-05-education-strategic-plan-2018-2030.pdf?VersionId=vEGK.klV26xMQ.hDq0G3SRm2GwPsqd5>.

⁹ <https://www.gsma.com/mobilefordevelopment/resources/closing-the-mobile-disability-gap-in-ghana/>

¹⁰ As part of the previous 11th EDF Programme - the Ghana Skills Development Initiative - the EU and its implementing partner GIZ promoted a collaboration between governmental bodies and the formal private sector through the support provided to Sector Skills Bodies (SSBs) and the Secretariat for SSBs. To date, 11 out of 22 SSBs have been established. However, the active integration of the private sector into TVET remains a challenge.

the member states active in this sector (Germany, Hungary, Spain, and The Netherlands) and will consolidate the strategic policy dialogue with relevant state actors on education and employment.

This action contributes to the Ghana Joint Programming Document, Priority Area 1 - Green Growth for Jobs, Specific objective 3, namely *Improving the efficiency, relevance, and quality of TVET and higher education to boost employment in the green, digital, and pharmaceutical sectors*. It does also contribute to Priority area 3 – Good governance and security, Specific objective 1: Support green, democratic and financial governance and migration management as it notably aims at addressing unemployment as main root cause of migration. Moreover, the action will give traction to the Team Europe Initiative, mainly its Pillar one, *Sustainable inclusive growth*.

The action - mainly SO 4 - will complement the Action ATUU - *A Ghanaian-European safe and prosperous people's mobility project* and mainly SO2. *Enhanced benefits of migration and mobility for the development of Ghana* that focus on economic (re)integration.

The action will also contribute to the Gender Action Plan III (GAP III) 2021-2025, especially to the pillar on “promoting economic and social rights and empowering girls and women”.

Through focusing on employment-oriented TVET for a just transition to sustainable and resilient economies, **EU-Ghana Pact for Skills** will primarily contribute to the achievement of SDG 4 (quality education) with its specific sub-goal (SDG 4.3 and 4.4), SDG5 (gender equality and women empowerment), SDG 8 (decent work and economic growth), SDG12 (sustainable consumption and production) and to SDG 13 (climate action).

With this Action, the EU will invest in quality education, including digital and green education, paying particular attention to the inclusion of girls and women and other vulnerable groups, including potential and returning migrants. By assisting Ghana in transforming its education systems, facilitating mobility of students mainly in tertiary education, strengthening cooperation on research and innovation to boost new employment opportunities in green and digital sector, the Action fully fits the strategic goals of the recently launched *Global Gateway* mainly in the areas of Education and research.

2.2 Problem Analysis

Investing in education and skills development through providing youth with education, training, skills, and preparing them for the job market is a key priority in the EU partnership with Africa and is a main priority for Ghana. However, there are several challenges in the Ghanaian education sector concerning: 1) the TVET education and skills development; 2) the higher education; 3) institutional capacities and arrangement for impactful promotion of green and digital jobs; 4) accessing the job market.

1) Key challenges in technical and vocational education training (TVET) and skills development

TVET faces major challenges: i) fragmented management and delivery, ii) insufficient levels of financing affecting the sustainability, iii) poor perception of skills training in TVET, iv) lack of qualified and industry-experienced staff and inadequate pedagogies, v) lack of practical and work-based training, vi) underrepresentation of women, due to gender stereotypes and vi) limited relevance of skills training due to inadequate private sector engagement in curriculum design, training, and assessment.

The Ministry of Education (MoE) has only recently been given holistic control of the TVET system in Ghana. In 2020, a newly established department (TVET Service) was tasked to improve and ensure the quality of teaching at pre-tertiary training institutions. More than 1000 TVET providers (public and private) have been placed under the responsibility of TVET Service. The Pre-Tertiary Education 2020 Act 1049 outlines the tasks, responsibilities, and mandates of the TVET Service. However, the institution depends on additional support to become fully operational. The TVET Service is the counterpart to the Commission for Technical Vocational Education and Training (CTVET), which acts as a regulator in the TVET sector. It will be a priority in the coming years to operationalise these two bodies, providing them with clear responsibilities and ensuring that they closely collaborate to improve the management and delivery and to ensure a sustainable financing of TVET.

The Strategic Plan for TVET Transformation (2018–2022) emphasises the need to integrate industry demand-driven and competency-based training. Nevertheless, there remains an insufficient integration of labour market needs in the content and design of TVET programmes. The country faces a significant skills gap, particularly in high- and semi-specialised skills, and this reality risks hampering the green economy agenda¹¹. The current TVET

¹¹ ILO study on *Ghana's Skills for Green Jobs*, 2021

system does not correctly reflect the current skill needs of employers. Furthermore, the system does not anticipate nor develop the future skills that businesses and the Ghanaian economy will require.

TVET stills suffer from misconceptions, inadequate communication and wrong gender stereotypes that reduce women's enrolment affecting their access to alternative job opportunities. The prejudices are reaffirmed by vocational training institutes in the country that typically offer women education only in so-called "female" professions such as catering, tailoring, hair dressing and cosmetology. As a result, unemployment among women in Ghana is worsening.¹²

2) Key challenges in the higher education

Higher / technical education faces several challenges, particularly in terms of access, quality, relevance, governance and management arrangements. Access to tertiary education is limited, especially for students from low-income households. The Government launched a key initiative to address demand-side barriers and increase access - the Student Loans Scheme - but it has been suffering from low and inconsistent repayment rates finally resulting in an unsustainable initiative. Current courses offered across universities are often neither sufficiently diversified nor relevant to the demands of the job market. There are inadequate linkages to the labour market with little systematic information on market-demanded skills, leading to a shortage in high-skilled labour and a predominance of low-skill productivity. In terms of quality and relevance, there is inadequate focus on digital, green skills, entrepreneurship and STEM programmes. A very limited number of students enrol in Computer Science and Engineering programmes, especially, among women and students from low socio-economic background. There is also insufficient funding allocated to the analysis of employability of graduates (tracer studies) and private sector engagement. Women in higher education management are an elite group among women. Nevertheless, there is abundant evidence that due to longstanding inequalities, women are disproportionately present in lower grades and less secure positions than their male counterparts¹³.

Finally, there is limited investment in building credible networks amongst Centres of excellence that include acceleration and incubation programmes - with the regular involvement of the private sector - for job creations in digital and green areas. Important reforms are needed in higher education to boost employability in new emerging sectors.

3) Key challenges in institutional capacities and arrangement for impactful promotion of green and digital jobs

Policy coherence between employment, skills, and environmental aspects is vital to reach objectives and ensure efficiency in delivering national priorities. At present, this policy coherence and coordination amongst key ministries is not yet in place. To be impactful and bring concrete positive outcomes for job seekers, skill interventions will require enabling measures in the area of green jobs to materialise the ambition spelled out in the National Green Jobs Strategy. A lack of coherence can hinder progress and act as critical bottlenecks; a failure of skills and labour policies to take into account climate action can leave entrants to the labour market unprepared for the future as well as hamper the realisation of climate and environmental targets. Similarly, skills interventions in the green economy will have a limited effect if they are not coupled with adequate labour market policies for green jobs as well as investment or green enterprise development measures.

Given that green jobs reside at the interface between employment and environmental policy fields and that they are a relatively recent concept and area of work, there are capacity gaps that shall be addressed. These gaps range from assessment to design and implementation instruments.

This also includes the need to strengthen social dialogue with employers' and workers' organisations; their insights and support are critical to ensure that policy is responsive and relevant to needs on the ground and that it enjoys broad-based support.

Given the breadth of the field affected by green job measures, fora, which include academia and civil society organisations, should also play an important role in gathering information, understanding diverse perspectives, and identifying potential partnerships.

4) Key challenges in accessing the job market

¹² https://www.vettoolbox.eu/drupal_files/public/content/document/Factsheet_Ghana_Samsung.pdf

¹³ <https://www.researchgate.net/publication/315717266> THE PLACE OF WOMEN IN HIGHER EDUCATION MANAGEMENT A GHANAIAN PERSPECTIVE

Employment support is a critical element in preparing young people for the world of work. It covers career guidance and counselling, work-based learning, job search assistance, coaching, and mentoring as well as honing soft skills and work ethic. These are mostly inadequate and ineffective in Ghana, particularly in public training and academic institutions. The Ghana Education Service (GES) and most tertiary-level educational institutions in Ghana, public vocational and technical institutions, the Labour Department of the MELR and the Youth Employment Agency (YEA) provide some guidance and counselling services. However, the effectiveness of these units is limited as they are either only recently operational (YEA) or heavily underfunded and under-resourced. Also they tend to not provide prolonged coaching and mentoring. Thus youth are mostly left up to their own devices in terms of career development, often resulting in decisions based on peer pressure and trends instead of choosing jobs based on individual talents, strengths, and competencies. This situation is exacerbated in migration prone regions such as Bono, Bono East and Ahafo where technical, infrastructural and networking capacity building of the employments agencies are particularly weak.

Against this background, this action intends to create incentives for secondary school students to continue their education in technical and vocational areas. It builds on the efforts of the Ghanaian government to improve the quality and quantity of vocational training in the course of the TVET reform process and the many competency-based training (CBT) modules already developed. Attention will be paid to the tertiary system, in order to improve the quality and relevance of the courses offered and increase linkages with the labour market while developing an effective cooperation with the private sector. The focus will be on digital, green skills and entrepreneurship programmes. Finally, this action aims to reinforce institutional capacities and reforms as to ensure high quality training according to new standards and with gender sensitive manner. By doing so, it will contribute to boosting employability and women empowerment in new emerging sectors.

A special attention will be paid to the resident population in migration prone regions and to returnees, for which available support for skills development and employability are limited, failing to provide sustainable alternatives to migration. Youth is particularly affected and represents a significant proportion of returning and potential migrants. Targeted trainings to equip youth with skills that can enhance their chances of employment in countries and regions that need labour will be further developed in collaboration with the Action ATUU.

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

Ministry of Education (MoE): The MoE is responsible for initiating, reviewing, and advising government policies and plans in the education sector. In accordance with the Education Strategic Plan (ESP) 2018–2030, the government decided to align all TVET institutions under the umbrella of the MoE. Until then, about 10 different ministries were managing their own TVET systems without any coordination regarding qualifications, curricula, etc. The institutional reform process is guided by the Education Regulatory Bodies 2020 Act 1023. This act helped establish the Ghana Tertiary Education Commission (GTEC) and the Commission for Technical and Vocational Education and Training (CTVET). The reform process of Ghana’s education sector is still under way, and the TVET system remains fragmented. The MoE will play a fundamental role in coordinating the collaboration between the main stakeholders and other Ministries, Departments and Agencies (MDAs) involved in the implementation of this project.

Ministry of Employment and Labour Relations (MELR): This ministry is responsible for the following: formulating, implementing, monitoring, and evaluating policies on employment and labour issues; developing sector plans; coordinating sector specific interventions across different institutions; promoting labour relations and workplace safety; and ensuing labour market information management systems. MELR led the development of the National Green Jobs Strategy in collaboration with other line ministries and agencies, social partners, and other stakeholders. MELR will play a key role in implementing this strategy, including by coordinating between different actors.

Commission for Technical and Vocational Education and Training (CTVET): The CTVET was established by the Education Regulatory Bodies 2020 Act 1023 and its mandate is to regulate, promote, and administer technical and vocational education and training. To achieve this mandate it formulates national policies for skills development; coordinates the activities of technical training institutions; develops and implements the national assessment and certification system; ensures quality and inclusiveness in the provision of training; and maintains all data related to the TVET system. In addition, CTVET facilitates collaboration between training institutions and

industry and between international agencies and development partners. CTVET is therefore an essential partner for the implementation of this action.

TVET Service (TVETS): TVETS was established by the Pre-Tertiary Education 2020 Act 1049 to manage, oversee, and implement approved national policies and programmes relating to pre-tertiary TVET. 238 public TVET institutions (more than 1000 included the private) currently fall under the responsibility of the TVET Service, which will all benefit from the Free SHS policy.

Ghana Tertiary Education Commission (GTEC): GTEC was established by the Education Regulatory Bodies 2020 Act 1023 to regulate tertiary education and to promote efficient and effective administration and accreditation of tertiary education institutions and quality of service.

Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED): AAMUSTED was established by the AAMUSTED 2020 Act 1026. AAMUSTED provides training courses for in-company trainers (training staff in companies who are certified to train students on the job) and TVET teachers.

TVET Institutions: There are 238 TVET institutions registered with the TVET Service, of which around 170 are accredited with the CTVET. There are many more private TVET institutions that are not yet registered nor accredited by the TVET Service or the CTVET. TVET institutions provide training at pre-tertiary levels.

Technical Universities (TU): There are 10 TUs in Ghana that were established by the Technical Universities 2016 Act 922. They were formerly known as polytechnics. They offer TVET at pre-tertiary and tertiary education levels. TUs are organised in a non-profit organisation made up of heads of public technical universities. It is called Vice-Chancellors of Technical Universities-Ghana (VCTU-G).

Private Sector/Industry (Sectorial Skills Bodies, Chambers, etc.): SSBs are being established by CTVET to ensure that the industry takes a driving seat in skills development. SSBs produce authoritative sector skills and labour market intelligence; outline career pathways; develop occupational standards and learning materials; develop strategies to integrate sector skills into TVET curricula; and support workplace experience learning (WEL) through the construction of an effective cooperation with the private sector. However, SSBs do not have a clear or legal framework. Most of the members of the SSBs do not have much experience with the new TVET system currently implemented by the CTVET.

Social partners (employers and workers unions): The main employers and workers associations, the Ghana Industry Association (AGI), the Ghana Employers Association (GEA), and the Trade Union Congress (TUC) are represented within the SSBs, which will facilitate the liaison with industry sectors for the implementation of the action.

Trades Union Congress and the Ghana Employers Association will provide input in the design of green job measures, thus representing their members' perspectives and supporting implementation with their constituencies.

Young people and youth organisations, including organisations representing persons with disabilities, will provide inputs for the implementation of the specific actions and will be engaged in its monitoring and evaluation. Their consultation has started during the preparation of the SSC Fiche and is on-going at the time of the design of the action. A consultation with youth organisation was held in March and a regular framework for exchanges is in place.

Research institutions such as the Institute of Green Growth Solutions, Ghana Climate Innovation Centre, University of Environment and Sustainable Development, and University of Ghana's Institute of Statistical, Social and Economic Research will be engaged in data collection and assessment to inform evidence-based green jobs, policies, and programmes.

Youth Employment Agency (YEA) was established under the Youth Employment Act 2015 (Act 887) to empower young people to contribute meaningfully to the socio-economic and sustainable development of the nation. Its objective is to support the youth between the ages of 15 to 35 years through skills training and internship modules to transit from a situation of unemployment to that of employment.

Ghanaian-German Centre for Jobs, Migration and Reintegration (GGC) is an advisory centre on employment promotion, reintegration and regular migration. It is a one-stop place for counselling, screening and referral to offers in the areas of short term TVET-training, start-up support, job matching and psychosocial support and advice on possibilities and prerequisites of regular migration as well as risks of irregular migration. It has been set up in 2017 in collaboration between the German development cooperation and the Ministry of Employment and Labour

Relations. The combination of employment services and psychosocial counselling is unique in the Ghanaian context.

Right holders, women and men and people with disability will be the main actors of this action and will benefit from the trainings and initiatives taken.

Given the multidimensional nature of measures for promoting green and digital jobs, other line ministries will be actively engaged and contributing in their respective fields. These ministries include the **Ministry of Environment**; the **National Development Planning Commission**; the **Ministry of Trade and Industry, Science, Technology and Innovation**; the **Ministry of Gender, Children and Social Protection**; the **Ministry of Information and Communication**, and the **Ministry of Food and Agriculture**.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The **overall objective (impact)** of this action is to boost decent employment for all with a special focus on digital and green sectors in Ghana. By implementing this action, it will contribute **to a smart, green and digital economic recovery in Ghana** – the TEI overall objective.

The **specific objectives (outcomes)** of this action are:

- 1 Enhance the sustainable financing of TVET and ensure policy coherence (including gender and human rights responsiveness) across skills-development programmes and environmental policies.
- 2 Increase the relevance and availability of TVET competency-based training (CBT) programmes to respond to labour market needs, including for digital and green transitions, and notably in regions of origin of migration.
- 3 Better transition of students in tertiary education into the job market, mainly in the green and digital sector and notably in regions of origin of migration.
- 4 Increase effectiveness of employment services to facilitate a smoother transition into the job market in Ghana and abroad, notably for potential and returning migrants.

The **outputs** to be delivered by this action contribute to the corresponding specific objectives (outcomes).

Output 1 – Outcome 1 (or specific objective 1):

- 1.1 Strengthened capacities of relevant government authorities for design and implementation of sustainable TVET financing mechanism.
- 1.2 Increased institutional capacities and coordination to ensure integrated measures to promote green and digital jobs with a gender and human rights-based approach.
- 1.3 Enhanced capacities of national/sectoral stakeholders to address skills gaps, design and implement skills strategies for green and digital economy with a gender and human right based approach.

Output 2 – Outcome 2 (or specific objective 2):

- 2.1 Strengthened capacity of TVET providers to offer inclusive access and quality CBT-trainings to respond to labour market needs, including for digital and green transition, and notably in regions of origin of migration.
- 2.2 Enhanced private sector integration into TVET system to ensure demand-driven training (e.g. through SSBs and EUROCHAM).
- 2.3 Increased number of demand-oriented competence-based training offered in selected future-oriented sectors and in selected regions, notably those prone to migration.

Output 3 – Outcome 3 (or specific objective 3):

- 3.1 Strengthened networks of Academic institutions to boost decent jobs creation in green and digital sectors.
- 3.2 Increased training packages and availability of modern workplace for green and digital skills.
- 3.3 Enhanced acceleration and incubation service within Academic Centre of excellence.

Output 4 – Outcome 4 (or specific objective 4):

- 4.1** Improved employment services (career guidance, counselling, orientation, mentoring) are provided for a faster job placement free of gender stereotypes and discriminatory social norms.
- 4.2** Regional employment promotion networks are established, consisting of educational sector, the private sector representatives and the Labour Department.
- 4.3** Strengthened employment service presence in migration relevant regions.

3.2 Indicative Activities

Indicative activities relating to output 1.1 *Strengthened capacities of relevant government authorities for design and implementation of sustainable TVET financing mechanism*

- Supporting CTVET and TVET Service - through technical assistance and studies - in developing a mid-term strategic plan for TVET in Ghana.
- Strengthening the capacities of CTVET and new established TVET Service staff through technical assistance.
- Supporting relevant government authorities - through technical assistance and studies - in the development and implementation of a sustainable financing mechanism for TVET.
- Supporting the digitalisation of relevant national stakeholders in education - through technical assistance, needs and gaps analysis and/or supplies of needed IT tools.

Indicative activities relating to output 1.2 *Increased institutional capacities and coordination to ensure integrated measures to promote green and digital jobs*

- Supporting MELR in the implementation of the Green Job strategy (delivering capacity building and developing tools for collecting and compiling labour market information on green jobs; conducting assessments of the impact of green and circular technologies on the labour market, gender sectoral analysis of the green sector...).
- Assisting - through technical assistance - in establishing a gender-sensitive green jobs monitoring and evaluation mechanism.
- Supporting - through technical assistance - policy coordination and green jobs mainstream into public planning and policy making at the national and subnational levels.
- Strengthen - through technical assistance, workshops and coordination meetings - institutional and technical capacities to address environmental and decent work considerations within public employment programmes in a gender-sensitive manner.
- Strengthening social dialogue among government, social partners (e.g. the Ghana Employers' Association and Trades Union Congress), and other stakeholders around green and digital jobs through organisation of tripartite meetings.

Indicative activities relating to output 1.3: *Enhanced capacities of national/sectoral stakeholders to address skills gaps, design and implement skills strategies for green and digital economy:*

- Strengthening integration of green and digital skills goals into CTVET and TVET Service supporting the daily day of the new established green and digital unit.
- Supporting the identification of skills constraints/gaps, and develop recommendations to address these through diagnostic, gender sectoral analysis of the TVET, foresight, social dialogue, and partnerships in selected sectors.
- Supporting - through technical assistance - the preparation of skills-needs analytical reports and skills strategies with key stakeholders.
- Building the capacity of national and sectoral stakeholders to use the guide Anticipating Skills Needs for Green Jobs and in relevant skills-anticipation tools.

Indicative activities relating to output 2.1: *Strengthened capacity of TVET providers to offer inclusive access and quality CBT-trainings to respond to labour market needs, including for digital and green transition:*

- Supporting training in CBT for TVET facilitators (W/M) from selected TVET providers with a focus on green and digital skills.
- Supporting capacities development for TVET teachers/facilitators (W/M) in EduTech (educational technologies).
- Retooling of at least 5 TVET providers with state-of-the-art equipment and tools to enhance training quality.

- Support the institutionalisation of tracer studies in TVET institutions to track TVET graduates' entrance into the job market.

Under this specific outputs special attention would be given to migration prone areas. If this is confirmed feasible during the inception period, priority will be given to TVET providers located in these specific regions.

Indicative activities relating to output 2.2: *Enhanced private sector integration into TVET system to ensure demand-driven training:*

- Supporting - through technical assistance and studies - the development of a legal framework for SSBs and define clear roles and responsibilities for SSBs within the TVET system.
- Supporting CTVET and TVET Service in implementing and expanding Workplace Experience Learning (WEL).
- Organising training for in-company CBT facilitators (W/M) (both formal and informal sectors).
- Organising a regular dialogue between national authorities and European private sector representatives.

Activities relating to output 2.3: *Increased number of demand-oriented competence-based training (CBT) offered in selected future-oriented sectors and in selected regions:*

- Supporting - through technical assistance, studies, coordination meetings - the development and/or upgrade competency standards and curricula for selected priority occupations free of gender stereotypes and discriminatory social norms.
- Supporting rapid reskilling training programmes (development and implementation) for workers in sectors/occupations with a decline in demand resulting from the transition to a greener economy.
- Supporting the implementation and expand existing future-oriented CBT programmes to selected regions. If this is confirmed feasible during the inception period, priority will be given to TVET providers located in migration prone areas.
- Supporting new modes of digital delivery in TVET systems, such as digital education tools, web-based trainings, online and offline learning management systems, etc.

Indicative activities relating to output 3.1: *Strengthened networks of Academic institutions to boost jobs creation in green and digital sectors:*

- Facilitating - through technical assistance – the collaboration between national academic and research institutions and the government to inform planning and programme design in innovative sectors such as green and digital technology with high potential for job creation.
- Supporting academic institutions in integrating green entrepreneurship training in their curricula and in increasing awareness of green job opportunities among students (W/M).
- Facilitating - through technical assistance and coordination meetings - the collaboration between universities and global platforms, engaging the giants (Accenture, IBM), to develop upskilling programs for gig workers and small-scale sellers and creating training materials like Grow with Google and Meta for Business that teach valuable business skills to entrepreneurs.

Indicative activities relating to output 3.2: *Increased training packages and availability of modern workplace for green and digital skills:*

- Supporting - through technical assistance and coordination meetings - the design and implement training programmes focused on developing green and digital skills for selected priority occupations.
- Supporting tracer studies of the trainees that participated in the training programme.
- Supporting the development of E-learning solutions for teachers and students (W/M) enable virtual training and self-learning, access to high-quality teaching and learning materials, and gamified or interactive content.
- Supporting the organisation of a *Skills Challenge Innovation Call* to facilitate the country's green transition.
- Supporting the piloting of best innovative solutions from the Skills Challenge Innovation Call.

Indicative activities relating to output 3.3: *Enhanced acceleration and incubation service Academic Centre of excellence:*

- Establishing or scaling-up acceleration and incubation programmes within Academic Centre of Excellence to support the development of innovative bankable projects.
- Supporting the bankable projects/entrepreneurs engaged on the green and digital sectors through innovative financial mechanisms to leverage their potential.

Indicative activities relating to output 4.1: *Improved employment services (career guidance, counselling, orientation, mentoring) are provided for a faster job placement:*

- Facilitating orientation - through technical assistance and needs and gaps analysis - in identified vocational training and promote job matching (including entrepreneurship) in close collaboration with competent services and using key national tools such as the Ghana Labour Market Information System (GLMIS).
- Promoting Study in Europe and EU & EU MS scholarship programmes (including for staff of higher education organisations) through the establishment of an EU education desk within a government institution to be selected.
- Supporting - through technical assistance and tools acquisition - improvement of database information material and public tools (website and application).

Indicative activities relating to output 4.2 *Regional employment promotion networks are established, consisting of educational sector, the private sector representatives and the Labour Department:*

- Expanding existing networks (organisations, such as Youth Employment Agency (YEA), Public Employment Centres (PECs), Business Advisory Centres (BACs), etc. as well as projects, such as GrEEn) to facilitate job placement. Special attention and target services would be provided to the returnees in order to facilitate their re-integration and economic empowerment.
- Facilitating the creation of at least 4 tripartite regional employment promotion networks including education, private sector and job matching institutions;
- Conducting a nation-wide conference on the “Future of Work”, focussing on topics such as future labour market demands, skills in demand, needs for further development of TVET education and engaging private sector and educational sector for efficient employment promotion.

Indicative activities relating to output 4.3 *Strengthened employment service presence in migration relevant regions:*

- Supporting the design, construction and equipment of up to 4 public employment centres in migration relevant regions. Indeed, activities would aim to scale-up on-going activities implemented in Bono, Bono East and Ahafo regions.

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

3.3 Mainstreaming

Environmental Protection & Climate Change

Outcomes of the SEA screening

The Strategic Environmental Assessment (SEA) screening concluded that no further action was required. A SEA is not required as this action does not have a strategic-level support dimension.

Outcomes of the EIA (Environmental Impact Assessment) screening

The Environment Impact Assessment (EIA) screening classified the action as Category C (no need for further assessment). This action aims to improve the relevance and quality of TVET and higher education through boosting green skills for green jobs and will support the creation of an enabling environment for the transition towards a sustainable and resilient economy.

Outcome of the CRA (Climate Risk Assessment) screening

The Climate Risk Assessment (CRA) screening concluded that this action has none or low risk (no need for further assessment). By committing to provide better quality and more relevant skills in TVET (secondary and tertiary), including green skills, the action foresees that the targeted group - youth, workers, innovators, and entrepreneurs - will be better equipped to effectively respond to climate change and future crises and to contribute in mitigating their effects.

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 gender is a significant objective.

Girls and women are equitably targeted as programme beneficiaries. This also includes interventions that will be put in place to operate training courses, which will equitably benefit female trainees. The action would support ad hoc communication campaigns led by the Ministry of Education to fight gender stereotype around TVET. Women TVET campaign were organised in the past gathering large interest from schools and medias. Women's empowerment will at the hearth of the action, well embedded in the design and implementation of specific activities. To ensure a gender sensitive action and the integration of the human right based approach, a gender and HR specialist will be recruited and will provide overachieve guidance to all contractors part of action.

Human Rights

This action will contribute to implement the right to education and training for young people (student, young professionals) in Ghana who are looking for decent work. Many young people - students or job seekers - live in underserved communities with limited access to training providers and reduced job opportunities. Youth have also been affected in the past two years by low-quality education, training, and professional development due to the COVID-19 pandemic. Targeting youth with a national coverage, our action will play an important role in implementing two fundamental human rights - the right to decent work and right to education. The Action will apply a human rights-based approach by respecting the following principles: respect to all human rights, participation, non-discrimination, accountability, and transparency in all phases.

Disability

This action is labelled as D1, as per OECD Disability DAC codes identified in section 1.1. This implies that one of the action's primary objectives is to assist people living with disabilities. Therefore, these individuals will be targeted as programme beneficiaries. Specific inclusive activities will be designed to ensure that no individual is excluded.

Democracy

N/A

Conflict sensitivity, peace and resilience

The main target of the action is the youth, also in migration prone areas and in the northern regions of Ghana. In these areas, it exists a higher insecurity and an increased need to build a resilient economy for peace and security. The action will indirectly contribute to conflict prevention, peace and resilience by enhancing youth skills and creating new jobs opportunities.

Disaster Risk Reduction

The action will support Ghana green transition contributing indirectly to the DRR.

Other considerations if relevant

N/A

3.4 Risks and Lessons Learnt

| Category | Risks | Likelihood (High/ Medium/ Low) | Impact (High/ Medium/ Low) | Mitigating measures |
|----------------------|--|---|---|--|
| External environment | Fragile business climate - A somewhat fragile business climate leads to less engagement in TVET by the private sector. | Medium | High | Significant advice to private sector stakeholders about the huge benefits and cost reduction opportunities that an investment in human capital can bring. Use the Corporate social responsibility concept, which |

| | | | | |
|---------------------------------|--|--------|--------|---|
| | | | | indicates that a business has a responsibility to do good (e.g. by investing in education and skills development). Analyse and carefully select industry sectors for cooperation. |
| Planning, processes and systems | Vague responsibilities and mandates between government stakeholders - The TVET reform process has just started with two new bodies responsible for TVET and a new directorate for TVET at the MoE. Responsibilities could overlap, and it takes time to become attuned to one another. | Medium | Medium | There are laws in place that clearly state the responsibilities and mandates of the relevant government stakeholders. Intensively advise, build capacities, and guide the relevant government stakeholders. Facilitate meetings between the relevant government stakeholders. |
| Planning, processes and systems | High political influence due to high political attention for TVET - Too much control by government authorities due to high political attention for TVET. | Low | Medium | Provide technical advice to point out the importance of involving a variety of stakeholders in decision-making processes, especially the private sector. Develop a catalogue with implementation partners, which ensures a transparent selection process of stakeholders that are involved in certain activities. |
| Planning, processes and systems | Foundational skills are not developed sufficiently among the target beneficiaries to ensure a smooth sustainable transition to VET | Low | Medium | The objective of the national Education strategic plan 2018-2030 related to the learning outcomes are a clear response to this risk. The action will closely monitor the achievement against the objectives. |
| People and the organisation | Lack of infrastructure for TVET providers - Training providers may not be sufficiently equipped to implement CBT and practice-oriented training. | Medium | Medium | Consider available resources at existing TPs while selecting trade areas and regions for implementation. Ensure strong partnership with private sector for practical training. Reserve a budget line for support with equipment for TPs where necessary. |
| People and the organisation | Lack of interest among students to opt for green skills due to unknown employment potential and gender stereotypes and discriminatory social norms - Only few students enrol into green TVET programmes. | Medium | Low | Integrate green skills into existing CBT programmes rather than developing new ones. Highlight the importance of green skills through information and image campaigns in gender sensitive manner. |

Lessons Learnt:

Below is a list of lessons learnt that have been identified in collaboration with key stakeholders. These lessons should be considered in the design and implementation of the new action:

- There is political will to push the TVET reform agenda. Government partners are very committed to working towards the transition of a CBT-based TVET system.
- There are a number of laws, policies, and guidelines in place that “only” need to be implemented.

- All stakeholders involved should receive training and clear-cut project implementation guidelines.
- Identifying existing capacities and capacity building must be programmed from the start of the interventions.
- Open communication between key stakeholders (government authorities, TVET providers, private sector/industry and other donors) will contribute to a better understanding of the government's objectives towards the TVET reform process and will facilitate finding solutions to issues as they arise.
- A strong project coordination and guidance team must be in place with implementing partners prior to the start of implementation. This team must remain in place throughout the project cycle.
- A strong monitoring and evaluation strategy and plan must be in place to ensure the intervention's successful implementation.
- The past two years of the COVID-19 pandemic have shown that implementing partners are open to using digital communication media. However, the availability of required devices and stable internet remain a challenge in remote areas.
- Potential implementing agencies have longstanding experience in the TVET sector in Ghana and an extensive stakeholder network.
- The Ghanaian Government is very aware of the consequences of climate change and responds accordingly (e.g. with the National Green Jobs Strategy).
- Ghanaian partners have shown willingness to digitalise processes when useful.
- There is the need from the Government of Ghana's side to confirm a clear commitment to an upgrading strategy of the labour department mobilising sufficient internal resources.
- The Ghanaian-German Centre for Jobs, Migration and Reintegration presents a significant number of implementing experience in the area of competency analysis, individual counselling, and referral advice to employment promotion, entrepreneurship and psychosocial services. It also hosts a considerable database with information on its client's motivations, skills, competencies and qualifications, which can be tapped into for the development of further actions in the area of employment promotion.
- GIZ in partnership with the MELR is currently piloting a capacity building project for the labour department in the Bono, Bono East and Ahafo regions on migration and employment promotion. It builds up on a decentralisation of the approach of the GGC and focusses on technical, infrastructural and networking capacity building of the partner institution. The new action would build up on this pilot project contributing to a further roll out of the progress made under this project.
- More globally, GIZ with funding from the German Federal Ministry for Economic Cooperation and Development (BMZ) supports the Government of Ghana since 2012 through the joint Ghana Skills Development Initiative (GSDI) in the field of the TVET. GSDI phase III was co-funded by the European Union. GIZ has well-established partnerships at all levels (macro, meso, micro) – with Ghanaian political and implementing partners, the private sector and training providers.
- The ILO has been engaging with tripartite constituents for many years and has been providing continued support and technical assistance to the development and implementation of the NGJS. The ILO and GIZ have a long standing partnership that can be scaled-up for more impactful actions.

3.5 The Intervention Logic

The underlying intervention logic for this action is that social stability in Ghana will be preserved if the government, the private sector, and other development partners (including the EU) invest in skills development for the youth (W/M) who make up the majority of Ghana's population and who are the most affected by unemployment and under-employment.

IF an efficient management and sustainable financing of TVET coupled with policy coherence across skills-development programmes are ensured by the national competent authorities, **IF** relevance competency-based training (CBT) programmes are delivered in close collaboration with the private sector and in a gender sensitive manner, **IF** new careers in low-carbon and digital sectors are promoted in secondary and tertiary education, and **IF** more effective employment services (work placement, on-the-job learning, coaching, mentorship, etc.) are provided to young graduates (W/M) **THEN** a pool of highly skilled young Ghanaians (W/M) will gain access to new decent job opportunities and to new pathways to entrepreneurship, **AND** employment in the green and digital areas will be boosted (while unemployment will be reduced) contributing to a smart, green and digital economic recovery in Ghana.

IF the ecosystem produces green and digital skills and facilitates the transition into the job market for youth and women, creating new career pathways and entrepreneurship, **THEN** the risk for long-term unemployment will be reduced and the action will contribute to Ghana's transition towards sustainable, inclusive, and resilient economies.

By supporting skills development and facilitating access to the job market, this action will also contribute to fighting the root causes of irregular migration and contribute to peace and security. In doing so, it will primarily tackle potential migration, but will also, as much as possible, create opportunities for the returnees. This will be done in close collaboration with the Action ATUU - A Ghanaian-European safe and prosperous people's mobility project.

The project would be effective if the following conditions will be confirmed during the implementation period:

- The Government will remain committed to boost TVET as a pillar of development in tertiary and secondary education.
- The Government will remain committed to boost employment in the green and digital sector.
- Development partners will remain committed to support the strategic reforms in the TVET sector.
- TVET providers at secondary and tertiary level confirm their commitment in reforming their curricula to integrate green and digital skills.
- The private sector confirms its commitment to collaborate in the implementation of the actions.

The action contributes to the implementation of the Pillar 1, "*Sustainable Inclusive growth*", of the TEI.

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.

PROJECT MODALITY (3 levels of results / indicators / Source of Data / Assumptions - no activities)

| Results | Results chain (@): Main expected results (maximum 10) | Indicators (@): (at least one indicator per expected result) | Baselines (when it is not indicated differently, the year of reference is 2022) | Targets (values and years) | Sources of data | Assumptions |
|-----------|--|---|---|---|--|---|
| Impact | Boost decent employment for all with a special focus on digital and green sectors | 1 SDG 8.5.2: Unemployment rate by sex, age, persons with disabilities (OPSYS core indicator) and region 2 SDG 8.6.1: Proportion of youth (aged 15–24 years) not in education, employment or training (OPSYS core indicator) by sex, age and persons with disabilities | 1) 13.4 (National) in 2021 - 15y and older (female 15.5, male 13.4) (no credible disaggregated data available at the moment for persons with disabilities) 2) 32.8 % in 2021 (Credible disaggregated data not available at the moment) | 1) 12% 2) 30% | 1) Word Bank reports, National statistics, ILO reports 2) Ghana Statistic Service Population and House Census 3) ILO reports | Not applicable |
| Outcome 1 | Enhanced sustainable financing of TVET and policy coherence across skills-development programmes and environmental policies | 1.1 Number of VET plans/strategies jointly revised or drafted by education regulators, VET institutions and social partners (employers' and workers' organisations) with support of EU and adopted (OPSYS core indicator) % of plans/strategies gender sensitive 1.2 Extend to which the mid-term strategic plan for TVET in Ghana is implemented; 1.3 Extent to which the National Strategy for Green Jobs comprises systemic dialogue between social partners, VET providers and education institutions 1.4 Percentage of national budget expenditures related to TVET | 1.1 0 1.2 0 1.3 0 1.4 3.5% | 1.1) 3 1.2) At least 50% of targeted goals achieved 1.3) At least 30% of targeted goals achieved 1.4) 5% | Validated/ approved plans/strategies Strategic Plan for TVET Transformation (2022-2026) National Green Jobs Strategy Dialogues reports National budget | Government will remain committed to boost TVET as a pillar of development in tertiary and secondary education. Government will remain committed to boost employment in the green and digital sector. Development partners will remain committed to support the strategic reforms in the TVET sector. TVET providers at secondary and tertiary level confirm their commitment in reforming their curricula to integrate green and digital skills. |
| Outcome 2 | Increased relevance and availability of TVET competency-based training (CBT) programmes to respond to labour market needs, including for digital and green transition, and | 2.1 Number of private sector representatives involved in the systemic dialogue supported by the EU-funded interventions, disaggregated by sex, age, disability status and region 2.2 Percentage of beneficiaries who self-report improvement in their green and- | 2.1 0 2.2 0 2.3 0 | 2.1 5 2.2 75% 2.3 10 (5 CBT programmes at NC I and 5 | Meeting reports, participant lists | The private sector confirms its commitment to collaborate in the implementation of the actions. |

| | | | | | | |
|------------------|--|---|--|--|--|---|
| | notably in regions of origin of migration | <p>or digital skills by attending EU-supported VET interventions, disaggregated by sex, disability status, age, region of origin and migratory status</p> <p>2.3 Percentage of VET and skills development curricula jointly revised or drafted by education regulators, VET institutions and social partners (employers and workers organisations) that are adopted, out of all VET and skills development curricula used in the country, by economic sector</p> | | CBT programmes at NC II level) | <p>Interviews, questionnaires</p> <p>Curricula approved by CTVET</p> | The Centre for job, migration and integration is fully embedded within MELR and consolidate its leadership role in coordinating the provision of employment services. |
| Outcome 3 | Better transition of students in tertiary education into the job market, mainly in green and digital sectors, and notably in regions of origin of migration | <p>3.1 Percentage of individuals who found a job (or started/scaled up a business) within 6 months after having received support from the EU-funded intervention, disaggregated by sex, age, disability status (OPSYS core indicator), region of origin and migratory status</p> <p>3.2 Percentage of incubated enterprises that increase annual turnover after 1 year from competition of the programme</p> <p>3.3 Percentage of innovative programmes delivered by the academia involved in the programme with a focus on green and digital</p> | <p>3.1 0</p> <p>3.1 0</p> <p>3.2. 0</p> <p>3.3 0</p> | <p>3.1 60%</p> <p>3.2 At least 70% declare to have increased the turn-over</p> <p>3.3 at least 20%</p> | Monitoring reports | |
| Outcome 4 | Increased effectiveness of pre-employment services to facilitate a smoother transition into the job market in Ghana and abroad, notably for potential and returning migrants | <p>4.1 Percentage of beneficiaries who self-report satisfaction for the pre-employment services disaggregated by sex, disability, age and region of origin and migratory status</p> <p>4.2 Number of weeks for a jobseeker to a) find a job b) create a job for himself/herself after having received support from the EU-funded intervention, disaggregated by sex, age, disability status, region of origin and migratory status (Number)</p> | <p>4.1 0</p> <p>4.2 not available</p> | <p>4.1 75%</p> <p>4.2 12 weeks</p> | | |

| | | | | | | |
|---|--|---|---|--|---|--|
| Output 1 relating to Outcome 1 | 1.1 Strengthened capacities of relevant government authorities for design and implementation of sustainable TVET mechanism | 1.1.1 Extent to which a sustainable financing mechanism for TVET is implemented | 1.1.1 A sustainable financing plan/strategy does not exist 1.1.2 A sustainable financing plan/strategy is not implemented | 1.1.1 A sustainable financing plan/strategy is approved 1.1.2 A sustainable financing plan/strategy is implemented | The sustainable financing plan/strategy National budget | The report under preparation on “Option of sustainable financing of TVET” is finalised and approved by the competent authorities. An option for sustainable financing is agreed and the MoE is committed to implement the chosen option. |
| Output 2 relating to Outcome 1 | 1.2 Increased institutional capacities and coordination to ensure integrated measures to promote green and digital jobs with a gender and human rights-based approach | 1.2.1 A Green Jobs Inter-sectoral coordinating platform is established 1.2.2 A Green Jobs Inter-sectoral coordinating platform is functional | 1.2.1: The Inter-sectoral coordinating platform does not exist 1.2.2 No. of green jobs assessments/guidance/programmes carried out: baseline: 2 (includes some ongoing/planned activities for 2022) 1.2.2 inter-ministerial coordination meeting held in 2021: baseline: 1 (no. for 2022 yet to be defined) | 1.2.1: The Inter-sectoral coordination platform is established 1.2.2 Target: 2 per year 1.2.2 : Target: 3 per year | Studies, reports, guidance materials produced Meeting reports Project reports | MELR confirms its commitment in leading the implementation of the National Green Job Strategy and the sectorial ministries show adequate commitment to implement the green and digital agenda. |
| Output 3 relating to Outcome 1 | 1.3 Enhanced capacities of national/sectoral stakeholders to address skills gaps, design and implement skills strategies for green and digital economy with a gender and human rights-based approach | 1.3.1 Number of sectoral skills needs assessments conducted with EU support 1.3.3 Number of skills strategies designed and implemented for green and digital sectors | 1.3.1 Number of sectoral skills needs assessments conducted with EU support. Baseline: 1 1.3.2 Number of skills strategies designed and implemented for green and digital sectors. Baseline: 1 | Target:3 Target:3 | Studies and meeting reports Strategy document | Government confirms its commitment to lead the implementation of the National Green Job Strategy and the sectorial ministries show adequate commitment to implement the green and digital agenda. |
| Output 1 relating to Outcome 2 | 2.1 Strengthened capacity of TVET providers to offer inclusive access and quality trainings to respond to labour market needs, including for digital and green transition, and notably | 2.1.1 Number of representatives of the VET providers, industrial supervisors/MCPs (in-company trainers) trained by the EU-funded intervention with increased knowledge and/or skills on CBT, including for digital and green transition | 2.2.1 0 | 2.2.1 500 | Training reports Project reports | TVET providers at secondary and tertiary level confirm their willingness to continue curricula's reforms to integrate green and digital skills. |

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| | in regions of origin of migration | disaggregated by sex, region and migratory status | | | | GoG confirms its commitment to promote CBT at national level. |
| Output 2 relating to Outcome 2 | 2.2 Enhanced private sector integration into TVET system to ensure demand-driven training; | <p>2.2.1 Number of initiatives for institutionalised/regulated dialogue and coordination between public and private VET stakeholders developed with EU support (by level: local, national, by sector; green and digital transition sectors)</p> <p>2.2.2 Number of VET curricula drafted/ updated in cooperation with employers representatives with support of the EU-funded intervention, disaggregated for green and digital transition VET curricula</p> | <p>2.2.1 0</p> <p>2.2.2 0</p> | <p>2.2.1 At least 6 (2 / year)</p> <p>2.2.2 10 (5 CBT programmes at NC I and 5 CBT programmes at NC II level)</p> | <p>Meeting reports</p> <p>Meeting reports, updated curricula</p> | <p>TVET providers at secondary level confirm their commitment in structuring an effective dialogue with the private sector.</p> <p>The private sector confirms its commitment in structuring an effective dialogue with the training providers.</p> |
| Output 3 relating to Outcome 2 | 2.3 Increased number of demand-oriented competence-based training offered in selected future-oriented sectors and in selected regions, notably those prone to migration | <p>2.3.1 GERF 2.14 - Number of people who have benefited from institution or workplace based VET/skills development interventions supported by the EU: (a) all VET/skills development, (b) only VET/skills development for digitalisation (OPSYS core indicator), disaggregated by sex, region and migratory status</p> <p>2.3.2 Number of beneficiaries trained to take advantage of digital solutions which would result in increase of income generation and employment, disaggregated by sex, region and migratory status</p> | <p>2.3.1 0</p> <p>2.3.2 0</p> | <p>2.2.1 At least 1000</p> <p>2.2.2 At least 400</p> | <p>Training reports</p> <p>Project reports</p> <p>Training providers' reports</p> <p>Surveys</p> <p>Training/WEL reports from companies</p> | <p>TVET providers at tertiary level confirm their commitment in structuring an effective dialogue with the private sector.</p> <p>The private sector confirms its commitment in structuring an effective dialogue with the training providers.</p> |
| Output 1 relating to Outcome 3 | 3.1 Strengthened networks of Academic institutions to boost decent jobs creation in green and digital sectors; | <p>3.1.1 Number of Universities joining a new established academic network to promote green and digital skills and entrepreneurship education and research</p> <p>3.1.2 Number of Universities and Staff trained and networked to promote green and digital skills and</p> | <p>3.1.1 0</p> <p>3.1.2 0</p> | <p>3.1.1 10 (indicative 2 per selected regions)</p> | <p>GrEEn EU funded project; projects reports and internal analysis</p> <p>Universities statistics and surveys.</p> | <p>The private sector confirms its commitment in establishing an effective partnership with the Academia.</p> <p>Academia confirm their commitment in establishing an</p> |

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| | | entrepreneurship education and research in Higher Education organisations (by sex) | | 3.1.2 100 (65 male/35female) | | effective partnership with the private sector. |
| Output 2 relating to Outcome 3 | 3.2 Increased training packages and availability of modern workplace for green and digital skills | <p>3.2.1. Number of beneficiaries trained to take advantage of digital solutions which would result in increase of income generation and employment (by sex, youth/adult, disability status, and region of origin)</p> <p>3.2.2 Percentage of beneficiaries who have benefited from new training packages and workplace supported by the EU who report satisfaction with the skills acquired, disaggregated by sex, population, disability status, employment status, age, and region of origin</p> | <p>3.2.1. 0</p> <p>3.2.2. 0</p> | <p>3.2.1. Approx.. 5,000 (80% youth / 20% adults; 3% people with disability)</p> <p>3.2.2 70% of approx. 6,000 (women; youth, disability) beneficiaries</p> | <p>Government reports;</p> <p>Universities statistics; project surveys and reports</p> | <p>The private sector confirms its commitment in establishing an effective partnership with the Academia.</p> <p>Academia confirm their commitment in establishing an effective partnership with the private sector.</p> |
| Output 3 relating to Outcome 3 | 3.3 Enhanced acceleration and incubation service Academic Center of excellence | <p>3.3.1 Number of entrepreneurship/digital/innovation hubs created or expanded with the EU support</p> <p>3.3.2 Number of companies (start-up) supported by the EU-funded intervention in the area of corporate Responsible Business Conduct, disaggregated by size, economic sector (OPSYS core indicator) and region</p> <p>3.3.3 Annual number of graduates placed in paid internships, by sex, disability status and region of origin</p> <p>3.3.4 Number of companies taking on graduate interns</p> <p>3.3.5 Number of new enterprises created disaggregated by sex, disability status and location</p> | <p>3.3.1 0</p> <p>3.3.2 0</p> <p>3.3.3 0</p> <p>3.3.4 0</p> <p>3.3.5</p> | <p>3.3.1 7</p> <p>3.3.2 240 start-ups/entrepreneurs (disaggregation by initial capital allocated)</p> <p>3.3.3 At least 200</p> <p>3.3.4 At least 200</p> | <p>Government reports;</p> <p>Universities statistics; project surveys and reports</p> | <p>The private sector confirms its commitment in establishing an effective partnership with the Academia.</p> <p>Academia confirm their commitment in establishing an effective partnership with the private sector.</p> |

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| | | | | 3.3.5 At least 200 | | |
| Output 1 relating to Outcome 4 | 4.1 Improved employment services (career guidance, counselling, orientation, mentoring) are provided for a faster job placement free of gender stereotypes and discriminatory social norms. | 4.1.1 Number of employment services staff trained by the EU-funded intervention with increased knowledge and/or skills for supporting jobseekers, disaggregated by sex, disability status (OPSYS core indicator) and region 4.1.2 Extend to which a Study in Europe Desk is functional within a selected employment service | 4.1.1 0 4.1.2 does not exist | 4.1.1 400 4.1.2 exist and is functional | Government reports; Universities statistics; project surveys and reports. | The Centre for job, migration and integration is fully embedded within MELR and consolidate its leadership role in coordinating the provision of employment services. |
| | 4.2 Regional employment promotion networks are established, consisting of educational sector, the private sector representatives and the Labour Department. | 4.2.1 Number of regional employment promotion networks functional at the end of the EU-funded intervention | 4.2.1 0 | 4.2.1 3 | Government reports; Project reports. | MELR is committed to continue investments at regional level to improve the provision of employment services at regional level. Stability is confirmed in the pre-selected regions. |
| | 4.3 Strengthened employment service presence in migration relevant regions. | 4.3.1 Number of regional employment services refurbished and equipped at the end of the EU-funded intervention 4.3.1 Employment rate in migration relevant regions (disaggregated by residents and returnees) | 4.3.1 0 | 4.3.1 3 | Government reports; Project reports. | MELR is committed to continue investments at regional level to improve the provision of employment services at regional level. Stability is confirmed in the pre-selected regions. |

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

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

4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 72 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed upon by the commission's responsible authorising officer. They can extend the period by amending this financing decision and the relevant contracts and agreements.

4.3 Implementation of the Budget Support Component [For Budget Support only]

N/A

4.4 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures¹⁴.

4.4.1 Direct Management (Grants)

Grants: (direct management)

(a) Purpose of the grant(s)

The grant(s) would contribute to achieve specific objective 3. Specifically, the aim of the grant would be to scale-up successful partnerships between European and Ghanaian universities and to reinforce national and regional innovations hubs to boost employment in digital and green skills.

(b) Type of applicants targeted

In order to be eligible for a grant, the applicant(s) must:

- be a legal person; and
- be non-profit-making; and
- be a specific type of organisation such as: non-governmental organisation, public sector operator, international public sector organisations, public and private universities;
- be directly responsible for the preparation and management of the action with the co-applicant(s) and affiliated entity(ies), not acting as an intermediary.

4.4.2 Indirect Management with a pillar assessed entity

A part of this action may be implemented in indirect management with a pillar assessed entity, which will be selected by the Commission's services using the following criteria:

- An International Organisation with solid partnership with national competent authorities, mainly MELR dealing with employment and the promotion of decent jobs;
- An international organisation with unique experience in digital and green skills development
- Extended experience in providing technical assistance to national stakeholders to support employment institutional reforms;

¹⁴ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

- Solid experience in supporting national stakeholders to effectively translate policy reform commitments and national programmes into practice
- Excellent knowledge of the local context and good collaboration with multiple stakeholders (mainly MELR, Ministry of Environment, Science and Technological and Innovation (MESTI) CTVET and TVET service);
- Capacity to mobilise additional funds to co-finance the action.

The implementation by this entity entails the implementation of part of activities and delivery of part of outputs under Specific Objectives 1 and 2. Specifically, the entity would be responsible for the implementation of activities related to outputs 1.2, 1.3, 2.3.

A part of this action may be implemented in indirect management with a pillar assessed entity, which will be selected by the Commission's services using the following criteria:

- A Member States Organisation with solid partnership with national competent authorities, mainly MoE, dealing with skills development matters (mainly in secondary education);
- A Member States Organisation with unique experience in green and digital skills development;
- A Member States Organisation with strong expertise in supporting national stakeholders in migration related matters;
- Extended experience in supporting educational governance reforms;
- Extended expertise in supporting the delivery of employments services in close partnership with mandated institutions;
- Solid expertise in mobilizing the private sector for public private partnerships in skills development and job creation;
- Consolidated experience in working with training providers (mainly secondary, in Ghana and in Europe);
- Excellent knowledge of the local context and good collaboration with multiple stakeholders (MoE, MELR, CTVET and TVET service);
- Capacity to mobilise additional funds to co-finance the action.

The implementation by this entity entails the implementation of part of activities and delivery of part of outputs under Specific Objectives 1, 2 and 4. Specifically, the entity would be responsible for the implementation of activities related to outputs 1.1, 2.1, 2.2, 4.1, 4.2, 4.3.

The signature of separate agreements with different entities is expected. In this case, the Delegation will ensure that the action will be implemented as a whole and that the complementarity between the entities will remain strong for the whole duration. During the negotiation of the agreement(s), the Delegation will pay special attention to clearly define a collaborative framework amongst the implementing partners ensuring the involvement of the key national counterparts (mainly line ministries and services dealing with skills development with a clear focus on digital and green) and to clearly determine – based on the entities' expertise – a clear division of work and the areas of collaboration in which the entities are expected to closely cooperate to achieve quality results.

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

In case it should prove impossible to work in direct management with grants as specified in 4.4.1, due to circumstances outside of the commission's control, this part of this action may be implemented in indirect management. This part of this action may be implemented in indirect management with an entity, which will be selected by the commission's services using the following criteria:

- An International Organisation with extended experience in skills development and vocational training (identification of gaps and needs, development of curriculum, etc.);

- Consolidated experience in working with training providers, in Ghana and in Europe especially at tertiary level);
- Solid expertise in developing and delivering training modules in tertiary education in new areas such as green and digital value chains;
- Unique expertise in providing incubation and acceleration services for green and digital products;
- Solid expertise in facilitating partnerships, creation or development between European and Ghanaian universities;
- Extensive expertise in capacity building of academia teams (management, trainers, and coaches);
- Unique experience in engaging private sector in curricula and/or delivering pre-employment activities at tertiary level

4.5 Scope of geographical eligibility for procurement and grants

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

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

4.6 Indicative Budget

| Indicative Budget components¹⁵ | EU contribution (amount in EUR) | Third-party contribution, in currency identified |
|---|--|---|
| Implementation modalities – cf. section 4.4 | | |
| Specific Objective 1 - Sustainable financing of TVET and policy coherence composed of: | 3 000 000 | |
| Indirect management with a Member States Organisation - cf. section 4.4.2 | 1 000 000 | 4 000 000 |
| Indirect management with an International Organisation - cf. section 4.4.2 | 2 000 000 | |
| Specific Objective 2 - Relevance and availability of competency-based training (CBT) programmes composed of: | 6 500 000 | |
| Indirect management with an International Organisation - cf. section 4.4.2 | 1 500 000 | 500 000 |

¹⁵ N.B: The final text on audit/verification depends on the outcome of ongoing discussions on pooling of funding in (one or a limited number of) Decision(s) and the subsequent financial management, i.e. for the conclusion of audit contracts and payments.

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| Indirect management with a Member States Organisation - cf. section 4.4.2 | 5 000 000 | 4 000 000 |
| Specific Objective 3 - Improving job seeker's and TVET student's skills on digital and green technology for a smoother transition into the job market composed of: | 4 200 000 | |
| Grants (direct management) – cf. section 4.4.1 Or Indirect management with an International Organisation - cf. section 4.4.2 | 4 200 000 | |
| Specific Objective 4 - Enhancing pre-employment services for preparing young people to the world of work composed of: | 3 000 000 | |
| Indirect management with a Member States Organisation - cf. section 4.4.2 | 3 000 000 | |
| Evaluation – cf. section 5.2 Audit – cf. section 5.3 | 300 000 | N.A. |
| Contingencies ¹⁶ | 0 | N.A. |
| Totals | 17 000 000 | 8 500 000 |

4.7 Organisational Set-up and Responsibilities

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

The governance will be structured as follows:

1. **Project Steering Committee**

Overall responsibility for the direction, implementation, coordination, monitoring and evaluation of the programme will fall under the supervision of a **Programme Steering Committee (PSC)** made up of senior representatives of the main institutional partners their delegates. The PSC will be co-chaired by a representative from the MELR, from the MoE, and from the EU. The PSC will provide strategic guidance and oversight on the direction and execution of the EU-Ghana Pact for Skills programme. The steering committee will include the participation of contributing implementing partners, key development partners active in the sector, other key ministries – Ministry of Finance, Minister for Youth and Sports, Ministry of Gender, Children and Social Protection, Ministry of Environment, Science, Technology & Innovation, among others, and representatives of the private sectors. The PSC will also involve selected youth, women's organisations and organisations representing vulnerable populations as observers. In situations where specific technical and expert-specific input is required, key partners will be invited on a need-by-need basis.

The PSC will meet every year and will be responsible for setting the direction of the programme, approving the annual work plan, and annual budget, receiving reports, and monitoring implementation. The exact functions of the PSC will be determined at the start of the programme and incorporated into PSC terms of reference. Further meetings can be organised whenever deemed necessary. This mechanism will ensure the overall relevance of the project to the general objective as well as its compliance with beneficiaries' requirements and needs.

¹⁶ Consider that for contracts where no financing agreement is concluded, contingencies must be covered by individual and legal commitments by 31 December of N+1.

The implementing partners will be responsible for the organisation.

2. Technical Committee

A Technical Committee (TC) will be created to facilitate discussions on technical aspects of the action's implementation. The technical committee will contribute to the exchange of experiences and information, guaranteeing that all activities are tailored to the identified needs and are relevant to the political and social context of the country. The technical committee will meet quarterly and be co-chaired by the technical leads/implementing partners and the EU. It will include relevant stakeholders (training providers and private sector representatives) and national technical representatives.

Day-to-day implementation and management of the programme will fall to the implementation partner, which will be required to provide technical assistants and staff (including a Monitoring and Evaluation Officer and Financial Management Officer) in line with the arrangements and requirements in the cooperation agreement.

Technical expertise on gender equality and human rights-based approach will be ensured during the implementation of the intervention. At a minimum, this expertise will be integrated in relevant technical assistance and capacity building activities and documents (i.e. ToRs, etc.).

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partners' responsibilities. To this aim, the implementing partner(s) shall establish a permanent internal, technical, and financial monitoring system for the action and create regular progress reports (every six months) and final reports. The implementing partners shall ensure that gender equity is well embedded in the programme design and mainstreamed in its implementation. Every report shall provide an accurate account of the action's implementation. Reports will include gender considerations, difficulties encountered, and changes introduced. Reports will also detail to which degree the results have been achieved (outputs and direct outcomes), measured by corresponding indicators, and using the logframe matrix as a reference. The 6 months report shall include a six-month workplan, which will be discussed at the TC. Its template will be agreed with the implementing partners at the starting of the programme. The annual report shall include a 12-months workplan that will be discussed at the PSC. Indicators shall be disaggregated at least by sex. Annual monitoring and reporting shall assess how the action is taking into account the human rights-based approach and gender equality.

It is anticipated that more than one contract will be signed for the implementation of the action. Nevertheless, the reporting cycle of each contract will be aligned to ensure an adequate narrative report at the programme/action level. The implementing partners would work collaboratively with the objective to submit a single annual report and work-plan for the upcoming period. Detailed instructions for reporting will be included in each specific contract to ensure homogeneity of information, structure, and aligned timeline for submission.

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).

The roles and responsibilities for data collection, analysis, and monitoring are as follows:

The action will ensure that there is a systematic M&E system covering the overall programme, as well as specific M&E systems to capture each component's own progress towards implementation. The M&E system will properly integrate gender considerations to ensure that there is correct reporting with information disaggregated by sex and age. The setting of the M&E systems will be agreed upon in close association between EUD and each implementing partner. Regular M&E documentation will be provided by the IPs (bi-annually or quarterly) to ensure a comprehensive follow-up and assessment.

The identification of the baselines and the collection of data will be the responsibility of each implementing partner. M&E focal points should also be identified within each of the institutional beneficiaries, to facilitate data gathering and collection, and to smoothen the overall process.

More specifically, M&E will assess gender equality results, an impact on the rights of groups living in the most vulnerable situations, and the implementation of the rights-based approach working principles (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). Monitoring and evaluation will be based on indicators that are disaggregated by sex, age, and disability, when applicable.

5.2 Evaluation

Considering the importance of the action, a mid-term and/or a final evaluation will be carried out for this action or its components via independent consultants contracted by the commission and/or via an implementing partner and/or jointly with contributing member states.

This evaluation will be carried out for problem-solving and learning purposes, with a particular focus on the coherence, efficiency, and effectiveness of the action and the multiple partnerships.

The commission shall inform the implementing partner at least 30 days in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

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

The evaluation reports may be shared with the partners and other key stakeholders following best practices of evaluation dissemination¹⁷. The implementing partner and the commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

Evaluation services may be contracted under a framework contract.

5.3 Audit and Verifications

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

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

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

All entities that implement EU-funded external actions are under contractual obligation to display the EU emblem and a short funding statement on all communication materials related to these actions.

This obligation will be applied uniformly, regardless of whether these actions are implemented by the commission, partner countries, service providers, and grant beneficiaries, or if they are entrusted or delegated by entities such as UN agencies or 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. This will allow delegations to plan and execute multi-annual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

¹⁷ See best [practice of evaluation dissemination](#)

Appendix 1 REPORTING IN OPSYS

An Intervention¹⁸ (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its external development operations. As such, Interventions constitute the base unit for managing operational implementations, assessing performance, monitoring, evaluation, internal and external communication, reporting and aggregation.

Primary Interventions are those contracts or groups of contracts bearing reportable results and respecting the following business rule: ‘a given contract can only contribute to one primary intervention and not more than one’. An individual contract that does not produce direct reportable results and cannot be logically grouped with other result reportable contracts is considered a ‘support entities’. The addition of all primary interventions and support entities is equivalent to the full development portfolio of the Institution.

The present Action identifies as:

| | | |
|-------------------------------------|-------------------|---|
| Action level | | |
| <input type="checkbox"/> | Single action | Present action: all contracts in the present action |
| Group of actions level | | |
| <input checked="" type="checkbox"/> | Group of contract | <p>Actions reference (CRIS#/OPSY#):</p> <p>Present action: EU – Ghana Pact for Skills</p> <p>Four Primary Interventions (PINT) will be created in OPSYS:</p> <ul style="list-style-type: none"> - One PINT will implement part of SO 1 and 2 with a main focus on secondary training providers and engagement of private sector. The main national partner will be the Ministry of Education, the CTVET and TVET Service; - A second PINT will implement part of SO 1 and 2 with a main focus on the National Green Job strategies. The main national partner will be the Ministry of Employment and Labour Relations; - A third PINT will implement SO 3 with a main focus on academia/tertiary education. The main national partner will be the Ministry of Education, the Commission for Tertiary Education; - A fourth and last PINT will implement SO 4 focusing on the provision of employment services. NB: The main national partner will be the Ministry of Employment and Labour Relations. A pillar assessed organisation will be selected to implement SO 4 of the EU – Ghana Pact for Skills and SO 2 of the ATUU - A Ghanaian-European safe and prosperous people’s mobility project. |
| Contract level | | |
| <input type="checkbox"/> | Single Contract 1 | <foreseen individual legal commitment (or contract)> |
| <input type="checkbox"/> | Single Contract 2 | <foreseen individual legal commitment (or contract)> |

¹⁸ [ARES \(2021\)4204912](#) - For the purpose of consistency between terms in OPSYS, DG INTPA, DG NEAR and FPI have harmonised 5 key terms, including ‘action’ and ‘Intervention’ where an ‘action’ is the content (or part of the content) of a Commission Financing Decision and ‘Intervention’ is a coherent set of activities and results which constitutes an effective level for the operational follow-up by the EC of its operations on the ground. See more on the [concept of intervention](#).

| | | |
|--------------------------|-------------------------|--|
| | (...) | |
| <input type="checkbox"/> | Group of contracts 1 | <foreseen individual legal commitment (or contract) 1> <foreseen individual legal commitment (or contract) 2> <foreseen individual legal commitment (or contract) #> |