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THIS ACTION IS FUNDED BY THE EUROPEAN UNION

ANNEX 1

to the Commission Implementing Decision on the financing of the annual action plan in favour of the Kingdom of Eswatini for 2023

Action Document for Skills for Youth Employability, Entrepreneurship and Empowerment Programme in Eswatini

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

1 SYNOPSIS

1.1 Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Skills for Youth Employability, Entrepreneurship and Empowerment Programme in Eswatini OPSYS number: ACT-62204 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)/ Overseas Association Decision/European Instrument for International Nuclear Safety Cooperation Regulation
2. Team Europe Initiative	No national TEI Regional: Team Europe Initiative on Opportunity-driven Skills and VET in Africa ¹
3. Zone benefiting from the action	The action shall be carried out in the Kingdom of Eswatini
4. Programming document	Multi-Annual Indicative Programme (MIP) for the period 2021-2027 for Eswatini ²
5. Link with relevant MIP(s) objectives / expected results	SO1-R1.1.1. Strengthened capacity of TVET providers to offer inclusive access and quality training that responds to identified skills needs in targeted sectors. SO1-R1.1.2. Strengthened capacity and involvement of employers to provide inclusive work-based learning schemes for TVET and skills development in targeted sectors. SO1-R1.1.3. Increased access of youth and women to TVET programmes leading to (self) employment. SO2-R2.1.1 Employability, entrepreneurial and life skills of disadvantaged and in vulnerable situations women and youth strengthened. SO2-R2.1.2. Vulnerable youth supported with mental health services and psychosocial support with a focus on pregnant girls, adolescent mothers and boys who drop out of school. SO2-R2.1.3. School dropout incidences reduced through implementation of school reintegration and remedial interventions for targeted pregnant girls, adolescent mothers and boys.

¹ [Opportunity-driven Skills and VET in Africa \(OP-VET\) | Capacity4dev \(europa.eu\)](#)

² COMMISSION IMPLEMENTING DECISION adopting a multiannual indicative programme for the Kingdom of Eswatini for the period 2021-2027, C(2022)7325 of 19 October 2022.

PRIORITY AREAS AND SECTOR INFORMATION				
6. Priority Area(s), sectors	Human Development and Social Inclusion Sectors of intervention: <ul style="list-style-type: none"> - Market-driven vocational education and training (TVET) - Empowerment of disadvantaged youth and women in vulnerable situations 			
7. Sustainable Development Goals (SDGs)	Main SDG (1 only): <ul style="list-style-type: none"> - SDG 4: Access to quality education Other significant SDGs (up to 9) and where appropriate, targets: <ul style="list-style-type: none"> - SDG 1: No poverty - SDG 5: Gender equality - SDG 8: Decent work and economic growth - SDG 10: Reduced inequalities - SDG 16: Peace, Justice and Strong Institutions - SDG 17: Partnerships for the goals 			
8 a) DAC code(s)	DAC code 113 – Secondary Education/Vocational Training – 42% DAC code 114 – Post-Secondary Education – 23% DAC code 160 – Social Protection – 35%			
8 b) Main Delivery Channel	41100 UN entities 11000 Public sector institutions – Donor Government 60000 Private Sector Institutions			
9. Targets	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective @	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Internal markers and Tags:	Policy objectives	Not targeted	Significant objective	Principal objective
	Digitalisation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	digital connectivity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	digital governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	digital entrepreneurship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	digital skills/literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	digital services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Connectivity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	digital connectivity	<input type="checkbox"/>	<input type="checkbox"/>	
energy	<input type="checkbox"/>	<input type="checkbox"/>		
transport	<input type="checkbox"/>	<input type="checkbox"/>		
health	<input type="checkbox"/>	<input type="checkbox"/>		
education and research	<input type="checkbox"/>	<input type="checkbox"/>		
Migration @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reduction of Inequalities @	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BUDGET INFORMATION				
12. Amounts concerned	Budget line(s) (article, item): 14.020122 Total estimated cost: EUR 21 500 000 Total amount of EU budget contribution EUR 21 500 000			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing	Indirect management with entrusted entity(ies) to be selected in accordance with the criteria set out in section 4.3.1 and 4.3.2.			

1.2 Summary of the Action

The overall objective of the action is to contribute towards human development and social inclusion by strengthening vocational education and training in line with labour market demands and skill needs, with a particular focus on the economic empowerment and inclusion of unemployed youth, women and other disadvantaged groups in Eswatini.

The action will focus on promoting a demand-driven TVET system with a particular focus on the economic empowerment and inclusion of youth, women and other disadvantaged groups (people with disabilities, rural, Orphans and Vulnerable Children OVC) by: (i) supporting the youth in enhancing market-driven skills training

and alliances with the private sector to support their employability and self-employment, and (ii) empowering disadvantaged youth and women in vulnerable situations in order to enhance their economic and social inclusion.

Component 1: National Technical Vocational Education and Training (TVET) systems can only be effective if the skills and the qualification levels they deliver are in line with the present and future needs of the labour markets. Effective cooperation between the public and private sectors in the development and delivery of TVET systems is, therefore, essential. The action will facilitate public-private collaboration and dialogue on the reform and re-design of the TVET system in the country. Specifically, this will focus on strengthening the capacity of TVET providers and private sector organisations to offer inclusive and quality training in priority growth sectors for skills development and decent and green job creation, including support of the green transition, as well as facilitating linkages between the private sector and TVET providers to ensure the introduction of quality standards at institutional levels.

A special focus will be on skills needed in the agri-food sector including agro-processing value chains that have the potential for decent and green job creation, trade-led growth and offer opportunities for synergies with ongoing EU programmes and projects. Other priority sectors include hospitality and sustainable tourism, renewable energy, manufacturing (including textiles), Information and Communications Technology (ICT) and creative industries, including through support of youth and women entrepreneurs and circular business models.

In the context of the three ongoing 11th EDF programmes “Support for Job creation and investment climate” (EUR 5 million), “Support for implementation of the EU-SADC Economic Partnership Agreement” (EUR 6 million), and “Livestock value chains development project” (EUR 9 million), concrete jobs have already been created through skills development programmes developed together with the private sector, for both employment and self-employment, especially in the agriculture, agro-processing, and textile sectors. Under this action, these activities can be replicated, improved and enlarged, increasing also the impact in job creation. The action will also focus on anticipating and increasing the demand for skilled workers in these priority sectors, including green and digital skills development.

Furthermore, the action aims at creating connecting spaces between jobseekers and employers, and increasing the access of youth, women and vulnerable groups to TVET programmes leading to (self-) employment.

Component 2: The COVID-19 pandemic, together with the legacy of the HIV/AIDS crisis and rising living costs compounded by Russia’s war of aggression against Ukraine, have exacerbated existing vulnerabilities among youth, particularly for young women, with an increase of teenage pregnancies, reported cases of gender-based violence and the vulnerability to drought and other climate events³.

To address these vulnerabilities, the action will support the empowerment of disadvantaged youth and women in vulnerable situations through strengthening their employability, entrepreneurial and life skills, support their mental health and psychosocial support and reducing primary and secondary school learner dropout. This will build on ongoing EU programmes, such as the two ongoing programmes implemented by UNICEF: “Mitigating the Socio-economic impact of COVID-19 pandemic amongst girls women and other vulnerable groups in Eswatini” and “Back to School – Supporting the Human Rights of Disabled Children and Youth in Eswatini by mitigating the effects of Covid-19 through increasing access to inclusive education” to address youth vulnerabilities, as well as further supporting CSOs working on youth through sub grants and capacity building measures.

This action is in line with the priority area of the Multiannual Indicative Programme 2021-2027 for Eswatini, Human Development and Social Inclusion, and its two interlinked sectors of intervention: Market-driven vocational education and training (TVET), and Empowerment of disadvantaged youth and women in vulnerable situations. The action is also linked to the Team Europe Initiative on Opportunity-driven Skills and VET in Africa, a regional initiative that will support more than 40 countries in Africa who have identified VET and skills development as priority areas in their EU MIPs (participating EU Member States DE, BE, FR, FI).

The action will contribute to the realisation of the EU Gender Action Plan 2021-2025 GAP III⁴, in particular to its thematic area of engagement “Strengthening economic and social rights and empowering girls and women” and “Addressing the challenges and opportunities of green transition and digital transformation”.

³ UN Women 2021 – Rapid Gender Assessment on the impact of Covid-19 on women and men in Eswatini; Vulnerability Assessment and Analysis Report 2022 – Kingdom of Eswatini.

⁴ JOIN (2020) 17 final of 25.11.2020 - European Union Gender Action Plan III (GAP III) 2021-2025. An ambitious agenda for gender equality and women’s empowerment in EU external action.

The action will further contribute to the realisation of the Youth Action Plan in EU external action for 2022-2027⁵, in particular to its pillar “Empower: addressing inequalities and providing young people with the skills and resources they need to prosper and fulfil their potential”.

In order to strengthen the quality and relevance of TVET systems and institutions in Eswatini, complementarities will also be sought with the Erasmus+ programme and especially its action “Capacity building in the field of vocational education and training”.

2 RATIONALE

2.1 Context

Eswatini is a landlocked country in Southern Africa with a population of about 1.148 million, 76% of whom live in rural areas. It is a lower-middle income country with a Gross Domestic Product (GDP) per capita of US\$3,894. Eswatini’s close economic ties to South Africa mean about 65% of its imports and about 68% of its exports depend on its much larger neighbour.

The current economic situation is characterised by poor economic growth, increasingly large fiscal deficits and public debt, stagnant private sector activity, slow infrastructure development and poor public sector performance and service delivery. The impact of COVID-19 and the global economic fallout from Russia’s aggression on Ukraine have further amplified these challenges leading to increasing vulnerabilities of the population at large where 58.9% live below the nationally defined poverty line and 20% of the population live in extreme poverty.

According to the most recent population census conducted in 2017, over 70% of the population of Eswatini is below the age of 35, and it is expected to grow further in the years to come. However, the youth is the most marginalized part of the labour force in the country. Unemployment is on an upward trend with youth unemployment rising to 58.2% in 2021, almost double the national unemployment rate of 33.3% and even higher among women (46.5% vis-à-vis men at 55.5%)⁶. The National Skills Audit Report 2022 attributes these high levels of unemployment, inter alia, to the chronic mismatch of skills supply and demand occurring primarily from the education system’s inability to produce competent graduate cohorts to meet private sector requirements.

Eswatini’s universities and training and vocational institutions produce about 4,000 graduates annually, but many graduates do not hold the skills and qualifications demanded by the private sector. Furthermore, the enrolment rates for women are disproportionately lower than those of men. According to UNESCO⁷, 34.1% of the enrolment in secondary vocational schools are female-students throughout 16 vocational schools, 41 Government-Supported TVET Institutes and 27 Private Vocational Training Centers⁸.

Eswatini has significant potential in a number of economic sectors such as agriculture, agro-processing, manufacturing, mining, renewable energy, sustainable tourism, ICT and creative industries. Upskilling the scale and technical capacity of these sectors is crucial for ensuring internal food production and security, exploiting emerging markets for exports, decent and green job creation and self-employment. However, in order for Eswatini to realise this potential, it will require young people to have relevant, responsive and recognized 21st century skills, which are harmonized with the market needs and embrace the green transition.

Gender based violence is endemic and on the rise in Eswatini (17.7% of women aged 15-49 years reported that they had been subject to physical and/or sexual violence by a current or former intimate partner in the previous 12 months in 2018⁹), and there is limited participation of women and youth in the leadership processes of the country (9.6% of seats in parliament were held by women in 2021¹⁰). Eswatini also has the highest prevalence rate of HIV/AIDS in the world with 20-24-year old females having five times higher (20.9%) prevalence than their male

⁵ European Commission (2022). Joint Communication to the European Parliament and the Council: Youth Action Plan (YAP) in EU external action 2022-2027.

⁶ Eswatini Gender Analysis Country Level Implementation Plan (CLIP), 2021.

⁷ <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=SWZ>

⁸ Data from 2019

⁹ <https://data.unwomen.org/country/eswatini>

¹⁰ Ibid.

counterparts (4.2%)¹¹, and one of the highest prevalence rates of tuberculosis, particularly amongst the youth and women.

In light of the emerging instability and violence the EU support in Eswatini was reoriented and brought as close as possible to the grassroots level in order to achieve maximum impact, local ownership and sustainability. The EU's cooperation will concentrate on the single priority area of Human Development and Social Inclusion, embracing the livelihood.

The intervention will also contribute to the implementation of the Gender Action Plan III country level implementation plan (CLIP), notably to its key thematic priorities: i. Gender mainstreaming in Technical and Vocational Education and Training (TVET) and ii. Gender mainstreaming in Digitalization.

2.2 Problem Analysis

Current delivery of TVET in Eswatini is fragmented and uncoordinated. Overall, the TVET sector presents a range of serious shortcomings in terms of capacity, quality and relevance, equitable access and participation, funding, governance and management. Furthermore, the TVET system suffers from limited involvement and communication with the private sector, low management capacity at central and local levels, a lack of gender sensitive measures, limited coordination between TVET stakeholders, poorly defined pathways into and from TVET and insufficient funding.

There is policy emphasis on Science, Technology, Engineering and Mathematics (STEM) and this addresses the acutely under-representation of girls and women in those critical areas that matter in development of human capital capacity fit for the 21st Century skills¹². However, males dominate enrolment in courses perceived to be designed for them, being, motor mechanics, carpentry, building studies, and ICT, while females dominate courses perceived to be designed for them as they are mostly found in sewing, computer studies, and agriculture¹³.

Furthermore, MSME ownership along the gender lines show that 65% are owned by women and the rest by men. Of these, 60% own the micro enterprises which means that these women own small size businesses and are likely to be self-employed. Notably women entrepreneurs are mainly in the agriculture, wholesale and manufacturing businesses but very few are in the construction industry. In this situation, they engage in business for the day-to-day survival and may lack the motivation and capacity for entrepreneurial engagement¹⁴. There is the need to explore the social and cultural challenges that limit women's access to TVET sectors traditionally occupied by men and those in which employment and self-employment opportunities are higher, so young women are supported to overcome those challenges and participate equally in the vocational education and training opportunities offered.

These weaknesses in the TVET system, combined with difficult conditions for employment creation in the labour market, contributes to a skills mismatch which inhibits transitions to either employment or self-employments. The negative economic and social impact is experienced most significantly amongst Eswatini's youth, women and disadvantaged groups.

The COVID-19 pandemic, which has severely impacted the economy and led directly to loss of incomes, with nearly one-third of youth having lost at least one parent to the epidemic (high rates of female-headed households), together with the legacy of the HIV/AIDS crisis and rising living costs compounded by the war in Ukraine, have exacerbated existing vulnerabilities among youth, particularly for young women. The legal age of marriage in Eswatini for both men and women is 18 years old. However, child marriages do occur under customary law and are also common. Teenage pregnancies have risen during the recent period with 35% of girls dropping out of junior secondary school due to unplanned pregnancies (from Grade 7 and Grade 5). There is a related rise in reported cases of gender-based violence (GBV) with 1 in 4 women experiencing some form of violence before the age of

¹¹ Eswatini Gender Analysis Country Level Implementation Plan (CLIP), 2021.

¹² The Kingdom Of Eswatini's Country Progress Report On The Implementation Of The Beijing Declaration And Platform For Action . May 2019. Accessed at:

<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/CSW/64/National-reviews/Eswatini.pdf>

¹³ <https://www.separc.co.sz/2020/08/04/the-economic-benefits-of-vocational-education-and-training-in-the-kingdom-of-eswatini/>

¹⁴ The Kingdom Of Eswatini's Country Progress Report On The Implementation Of The Beijing Declaration And Platform For Action . May 2019. Accessed at:

<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/CSW/64/National-reviews/Eswatini.pdf>

18¹⁵. According to UNICEF (2018) adolescent pregnancy is often precipitated by a number of socio-economic factors such as low levels of education, little information about sex, or sexual abuse as a consequence of physical and financial vulnerability. Vulnerability to drought, in the context of heavy reliance on smallholder agriculture, is also associated with high incidences of food insecurity. This series of crisis has placed a strain on the mental health of young people and adolescents with incidences of self-harm and suicide rates rising.

To address these challenges, the EU's cooperation with Eswatini will concentrate on the single priority area Human Development and Social Inclusion, embracing the livelihood and education dimensions of human development.

The action "Skills for Youth Employability, Entrepreneurship and Empowerment in Eswatini" will facilitate access to employment, self-employment and entrepreneurial opportunities through working with private sector to unlock and coordinate the demand for skilled labour in priority sectors, increasing the supply of skilled workers through the TVET system in line with this demand, creating connecting spaces between jobseekers and employers, and increasing the access of youth, women and vulnerable groups to market-led TVET programmes.

This action is in line with the EU-Africa Global Gateway Strategy Investment Package that focuses on strengthening education systems at all levels, in particular on providing quality education, ensuring equality and equity in access to it, and on fostering skills for life and employment. Furthermore, the action provides a response to critical existing and emerging social, political and economic tensions in Eswatini and is aligned with Eswatini's priorities as spelled out in the National Development Plan (NDP) (2023/24-2027/28) to invest in human capital development.

Three main enablers are crucial for the programme: ongoing support to agriculture development in the horticulture and livestock sectors; gender-focused interventions to bring greater access and equity and unleash the huge potential for economic contributions of women and youth to society; and ongoing support to Job Creation and Investment Climate programme as well as support to Economic Partnership Agreement programme (EPA) implementation to strengthen private sector development through improved business environment and country competitiveness.

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

Key stakeholders include TVET service providers, the private sector, non-profit actors, teachers and young people and women, as well as government ministries.

- Relevant TVET institutions such as amongst others: Eswatini College of Technology, Gwamile Vocational and Commercial Training Institute, Siteki and Nhlangano Training Institution, and Eswatini Sugar Cooperation Training Centre.; Emvembile training centre will be targeted for capacity strengthening.
- Government actors include the Ministry of Education and Training (MoET) and the Ministry of Labour and Social Security (MoLSS) who offer general education and regulation of vocational training centres in the country. These ministries remain critical for the modernization and effective governance, planning and management of TVET delivery in the country. Technical support will be provided to the ministries especially in the coordination of the TVET curriculum reform.
- The Eswatini Higher Education Council (ESHEC) and the Eswatini Qualifications Authority (EQA), government parastatals responsible for ensuring quality and accreditation standards of the TVET institutions, will also be provided with technical support to effectively play their oversight role. The Ministry of Sports, Culture and Youth Affairs (MoSCYA) and the Deputy Prime Minister's Office (DPMO), which holds responsibility for children, gender and social welfare issues will also be involved. At the same time, the channelling of funds will follow the modality of the indirect management with entrusted entity (ies) to be selected in accordance with the criteria set out in section 4.3.1 and 4.3.2.
- Business Eswatini is the leading private sector organisation offering advisory services, support and networking opportunities to its members, representing more than 80% of the private sector in Eswatini. Business Eswatini and other private sector actors such as the Federation of Eswatini Business Community (FESBC) will be involved in securing demand as well as guiding the development and delivery of market-led quality training in close collaboration with private sector.

¹⁵ VACS 2022 preliminary data – Source: UNICEF

- At local levels, municipalities and constituencies will be engaged in planning and decision-making. These stakeholders advocate the interests of both the supply and the demand for industry and entrepreneurial skills in Eswatini.
- Young people, women and people living in vulnerable situations constitute the principal right holders. CSOs, community groups, opinion leaders and other influential persons who already have demonstrated experience and precedence in policy and advocacy on behalf of youth in vulnerable situations, will also be directly involved.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The Overall Objective of this action is to contribute towards human capital development and social inclusion by strengthening vocational education and training in line with labour market demands and skill needs, with a particular focus on the economic empowerment and inclusion of youth, women and other disadvantaged groups.

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

- 1. Specific Objective 1 (SO 1):** To support the youth by enhancing skills through market-driven vocational education and training, and alliances with the private sector, for employability and self-employment.
- 2. Specific Objective 2 (SO 2):** Empowerment of disadvantaged youth and women in vulnerable situations in order to improve their economic and social inclusion.

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

1.1 contributing to **Specific Objective 1**

Output 1.1: Strengthened capacity of TVET providers to offer inclusive access and quality training that responds to identified skills needs in targeted sectors (renewable energy/energy efficiency, agri-food/agro-processing, hospitality and sustainable tourism, ICT and creative industries, manufacturing including textiles).

Output 1.2: Strengthened capacity and involvement of private sector organisations in key sectors (renewable energy/energy efficiency, agri-food/agro-processing, hospitality and sustainable tourism, ICT and creative industries, manufacturing including textiles) in the provision of inclusive TVET, including digital and green skills development, workplace-based learning schemes, decent employment, self-employment and entrepreneurship.

1.2 contributing to **Specific Objective 2**

Output 2.1: Strengthened delivery of employability, entrepreneurial and life skills for disadvantaged and vulnerable women and youth.

Output 2.2: Strengthened delivery of community-level mental health services and psychosocial support, with a focus on pregnant girls, adolescent parents and boys; victims of gender-based violence are supported with specific services aiming at promoting their well-being and their economic and social inclusion.

Output 2.3: Strengthened programmes in place to reduce dropout of pregnant girls, adolescent parents and boys in primary and secondary schools

3.2 Indicative Activities

Activities relating to **Output 1.1**

- Support capacity building of key Government of Eswatini entities for the effective and inclusive governance, planning, management, oversight and delivery of TVET.
- Support TVET providers to offer inclusive access and quality curricula/training programmes, which respond to skills needs in targeted sectors of the economy identified through baseline analysis and surveys in the inception phase, including green and circular business models.

- Upgrade the training facilities of selected public TVET providers in targeted sectors including entrepreneurship, digital and green skills, as well as taking into account environmental and disability considerations.
- Support the establishment of a multi-stakeholder, TVET coordination mechanism at national level for policy implementation, donor coordination and appropriate models of sustainable funding.

Activities relating to **Output 1.2**

- Produce a Mapping of VET needs and potential business partners in selected priority sectors to orient VET interventions.
- Facilitate engagement between key private sector organisations and public TVET providers to forge productive partnerships which guide market-driven TVET services for improvement in quality and relevance of programmes, as well as the identification of skills needs and concrete employment opportunities.
- Work with private sector organisations to mobilise and support enterprises within their respective sectors to provide workplace-based learning opportunities for TVET learners.
- Identify and engage with enterprise incubators and accelerators and facilitate collaborative partnerships with TVET providers to promote transition into entrepreneurship and self-employment amongst graduates from TVET programmes.

Activities relating to **Output 2.1:**

- Provide capacity building for community-based organisations, CSOs, local government and training providers to deliver entrepreneurship, employability, entrepreneurial including basic digital competence and life skills programmes with a focus on women, disadvantaged and vulnerable groups at community level.
- Support young entrepreneurs, particularly women entrepreneurs, through business mentoring and incubation, small grant funding, access to market and provision of start-up kits such as materials and equipment.

Activities relating to **Output 2.2:**

- Strengthening of capacity of government and CSO partners to provide quality mental health awareness and services.
- Conduct trainings, awareness and advocacy campaigns for improved understanding of youth mental health and the psychosocial support on offer at community-level.
- Offer targeted support for young people and their families coping with adolescent mental health issues, including specific interventions at school and community levels and referrals to mental health support services, life skills, recreational, creative arts and sports facilities.
- Creation of women and/or youth safe-houses and centres providing services for the empowerment and inclusion of vulnerable groups.

Activities relating to **Output 2.3:**

- Conduct a comprehensive review and gender analysis of primary and lower secondary school learner dropout incidence, as well as its causes and effects at all levels.
- Identification and development of gender-sensitive measures at regional- and community-levels for reduction of school learner dropout rates and their reintegration to formal education, employment or alternative learning pathways.
- Implementation support to GoE and CSOs for retention and reintegration measures within targeted communities.

3.3 Mainstreaming

Environmental Protection & Climate Change

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

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

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

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

Gender equality and empowerment of women and girls

As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that gender equality and empowerment of women and girls considerations will be integrated into every phase of the action: design, implementation, monitoring and evaluation – with a view to promoting gender equity in opportunities for women and men. Gender considerations will be mainstreamed into all objectives of the action and will inform the design of the action, based on:

- Gender analysis and assessment of women's needs, vulnerabilities and challenges to equally benefit from vocational education and training opportunities.
- Gender equality mainstreaming in the intervention.
- Gender-targeted actions to attract women including designing gender-differentiated indicators on outcome and output levels and at least sex-disaggregated indicators.
- Training actions will be gender-sensitive (e.g. schedules should take into account the need to reconcile personal and professional life, and support schemes may be organised for young mothers who go through the award of a support allowance to nannies to care for dependent minors during the training hours).
- Vocational guidance materials and the training of Trainers should include gender-sensitive topics.
- The action will ensure strong partnerships with women-led organizations and other organizations representing marginalized groups.
- The action will include gender-based violence (GBV) and early child marriage/pregnancy as variables to be frequently monitored to promote access to services to victims and survivors and to avoid any negative impact because of the economic empowerment generated by the action.

Human Rights

The project will apply human rights in the design and implementation, and the human rights-based approach to development. In addition, the action supports the fulfilment of the rights to decent work, an adequate standard of living, non-discrimination, freedom from child labour, and the rights of people with disabilities (education, accessibility, participation, work and employment, adequate standard of living).

The proposed action will develop the capacities of the stakeholders as 'rights-holders' to claim their rights and 'duty-bearers' to meet their obligations.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that the promotion and protection of disability rights will be a significant objective of the action and that the intervention contributes to promoting, protecting and ensuring the full and equal enjoyment of all human and fundamental rights of all persons with disabilities and promote respect for their inherent dignity, in line with the UN Convention on the Rights of Persons with Disabilities. Empowerment of groups living with disability and HIV/AIDS, will be prioritised.

Reduction of inequalities

As per the inequality Marker, this Action is labelled I-2. The project will ensure that TVET provides opportunities for disadvantaged groups to fulfil their potential by developing participatory TVET learning for disadvantaged people and expanding the TVET offer in rural areas, among others. In particular, this action will seek to complement the efforts by the Ministry of Education and Training and Directorate of Industrial and Vocational Training to expand the TVET programmes in rural areas. The implementing agency selected to implement this action will manage scholarship scheme targeting the most vulnerable people including women. This will complement Government and other development partner's efforts.

Awareness programmes to sensitize disadvantaged groups to TVET programmes, provide preference to disadvantaged groups including special provisions to facilitate outreach to vulnerable and marginalised people (e.g. development of specific modules/equipment/materials for disadvantaged groups, post-training support for self-employment and job placement, scholarships etc.) will be launched.

Democracy

Activities will promote democracy, rule of law and good governance which is intrinsic to gender equality and women's empowerment, support stability and resilience as well as strengthen political relations between the EU and Eswatini.

Conflict sensitivity, peace and resilience

The Action will contribute to national conflict resolutions and resilience, especially among women and youth.

Disaster Risk Reduction

Climate change mitigation and adaptation activities are not part of the MIP, but Disaster Risk Reduction in the country is addressed through ECHO funded programmes.

Other considerations if relevant

N/A

3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
1. External environment	Risk 1: Continuing political, security volatility, civil unrest in the country and economic and natural shocks.	High	Medium	<ul style="list-style-type: none"> - Support in capacity building in needed areas including in relation to social and economic as well as civil and political rights. - Inclusion of crisis modifier and flexibility of funding to adapt in case of new external shocks. - Support of the overall environment for employment creation in the identified sectors.
2. Planning, processes and systems	Risk 2: Lack of intra-governmental cooperation/coordination on TVET.	Medium	Medium	<ul style="list-style-type: none"> - Support coordination mechanism between relevant TVET stakeholders. - Use of consultative mechanisms to encourage buy-in from stakeholders. - Strengthening ESHEC and DIVT (Directorate of Industrial and Vocational Training) so that their leadership roles in TVET are effectively valued and established.
2. Planning, processes and systems	Risk 3: Government's institutional and absorption capacity amid fiscal constraints	Medium	Medium	<ul style="list-style-type: none"> - Support Government of Eswatini in reviewing sector policies including budget allocations required to maintain technical expertise - Partnerships with private sector and non-governmental training providers.
2. Planning, processes and systems	Risk 4: Limited coordination amongst partners, including the Private Sector	Medium	Medium	<ul style="list-style-type: none"> - Advocate for sector dialogues and projects steering committees to enable all partners to work jointly in defining and addressing their sector's priorities. - Centralisation of CSO programme data and information in partnership with relevant stakeholders - Improve coordination and communication between implementing agencies

				<ul style="list-style-type: none"> - Pro-actively involve the private sector and focus on policy dialogue to advocate for incentives and other PPPs modalities.
2. Planning, processes and systems	Risk 5: The low reputation of TVET hampers demand for TVET and the sustainability of TVET	Medium	Medium	<ul style="list-style-type: none"> - Active communication of employment and income generating potentials of the promoted sectors through various channels. - Networking with government and other programmes promoting youth employment in the identified sectors, particularly in the agricultural sector. - Engagement of the private sector in the identification of the skills needed by the sectors. Participation of the private sector in the training delivery.
3. People and the organisation	Risk 6: Limited capacity of national actors to efficiently implement actions under the priority area	Medium	Medium	<ul style="list-style-type: none"> - Involve partners in the design of actions to encourage ownership and build capacity for effective implementation of programmes.
3. People and the organisation	Risk 7: Gender inequalities and violence against women and children undermine women's and marginalized groups' access to the opportunities created by the Action	High	High	<ul style="list-style-type: none"> - Partnerships and agreements with stakeholders (government and private sector) should impose gender parity as a mandatory condition for support to be granted by the Action. Women and marginalized groups will be given priority as well as victims of violence and people with HIV.

Lessons Learnt:

This action builds on the lessons learnt from the ongoing 11th EDF national and regional programmes to strengthen private sector development in Eswatini, to create employment and improve livelihoods, as well as through the newly established State Business Relations Framework (SBR) offering public and private actors a dedicated space to come together to create an enabling business climate.

It also builds on the successful experience of TVET programmes by various donors, such as, amongst others, Taiwan, South Korea, UNDP, World Bank and UNICEF, in particular on the successful mechanism for an increased involvement of the private sector in the identified sectors of interventions.

The EU is indirectly addressing youth vulnerabilities through two partnerships with UNICEF a) a COVID-19 emergency response to get vulnerable adolescents reintegrated in the formal education system; and b) a more recent intervention to support disabled students back into school. The EU is further supporting youth-orientated CSOs through small grants and capacity building measures.

Lessons learnt from the above programmes include, amongst others:

- High fragmentation and weak coordination within the TVET sector: sustainable solutions to address this fragmentation require strong government leadership.
- Outreach to disadvantaged groups is a challenge: a multi-stakeholder approach is needed to bring government, private sector and civil society together and to work jointly for expanding TVET access and inclusiveness.
- The private sector participation in TVET remains limited: a market-driven TVET calls for private sector engagement in the system and requires innovative and sustainable models for a broader cooperation between the private sector and the TVET. Working with the private sector is crucial to find the concrete and decent employment opportunities created

by investments, trade, economic diversification, value chain development and local market dynamics, which will inform the VET interventions.

3.5 The Intervention Logic

The underlying intervention logic for this action is based on a two-pillar approach building upon ongoing programmes in the country and seeking to strengthen the TVET system within Eswatini to unlock economic opportunities and enable the successful and inclusive transition of young people into an evolving labour market.

The first pillar aims to support young people, women and other disadvantaged groups by enhancing skills through market-driven vocational education and training, and alliances with the private sector, to facilitate access to employment and self-employment opportunities. The proposed Action will intervene at both the demand and supply side of the labour market, as well as system-level planning, coordination and governance. The Eswatini education sector analysis of 2021 highlights the estimate of unmet demand for TVET to be over 14,000 individuals each year. The Action will address this by strengthening and modernising the TVET system to be responsive to the market labour demand and strengthening the capacity of the private sector organisations (chamber of commerce, business and professional association, etc.) to guide market-driven TVET programmes, including digital and green skills, provide inclusive work-based learning schemes for TVET, and facilitate transition to decent employment or self-employment/entrepreneurship in targeted sectors and investments.

The second pillar will be complementary to this and will address the barriers the most vulnerable segments of the population face in accessing good quality community-based training, mental health and other psychosocial support services, as well as the skills and labour market interventions of the first pillar. Furthermore, emphasis will be placed on ensuring that all learners achieve at least basic secondary education, preferably through the state school system. As such, SO2 aims to achieve the empowerment of disadvantaged youth and women in vulnerable situations to access opportunities that enhance their economic and social inclusion. The proposed Action will achieve this by strengthening the employability, entrepreneurial and life skills, support the mental health and psychosocial support and reducing primary and secondary school learner dropout of the people in most vulnerable situations.

The proposed Action will build on the ongoing 11th EDF support in the horticulture and livestock sectors, gender-focused interventions to bring greater access and inclusiveness and support to strengthen private sector development through improved business environment and country competitiveness.

The Action will promote the social inclusion of young people and women with special educational needs, address gender equality and gender-based violence issues through greater empowerment of women and girls, and measures which support the re-integration of pregnant girls/adolescent parents and at-risk boys.

3.6 Logical Framework Matrix

Results	Results chain: Main expected results	Indicators (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact (Overall Objective)	To contribute towards human capital development and social inclusion by strengthening vocational education and training in line with labour market demands and skill needs, with a particular focus on the economic empowerment and inclusion of youth, women and other disadvantaged groups.	<ul style="list-style-type: none"> Youth unemployment rate (sex disaggregated data) Improved matching of suitable TVET graduate skills with the demands of the private sector/industry, against baseline. 	To be defined during the Inception phase or 1 st year of the implementation of contracts	tbd	<ul style="list-style-type: none"> National and international (ILO) statistics Reports on analysis of private sector/industry surveys/studies to be conducted during inception phase or the 1st year of implementation of the contracts 	Not applicable
Outcome(s) (Specific Objective(s))	SO1: To support the youth by enhancing skills through market-driven vocational education and training, and alliances with the private sector, for employability and self-employment.	Increased access for youth and women, in all their diversity, to decent work, including women's transition to the formal economy and coverage by non-discriminatory and inclusive social protection systems (GAP III Indicator)	tbd	tdb		<ul style="list-style-type: none"> Eswatini's economic outlook improves throughout the programme, increasing opportunities for youth's employment. Political stability; no major economic crisis. Implementation of TVET-Policy remains a priority for the Government. Political willingness to improve the system. Private sector takes a lead role in design and delivery of TVET provision in selected sectors. Private sector/industry willing to enter into PPPs or MoUs with public/target
	SO2: Empowerment of disadvantaged youth and women in vulnerable situation in order to improve their economic and social inclusion.	% of women and men workers in each stage of the value chain of a product related to green technologies or the circular economy, disaggregated at least by sex (GAP III Indicator)	tbd	tbd		

Results	Results chain: Main expected results	Indicators (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
						<p>TVET providers and sees value in the programme.</p> <ul style="list-style-type: none"> Government of Eswatini recognizes the role of the private sector in development and delivery of TVET.
Outputs	Output 1.1: Strengthened capacity of TVET providers to offer inclusive access and quality training that responds to identified skills needs in targeted sectors	<ul style="list-style-type: none"> Number of gender-sensitive curricula for skills interventions in selected value chains drafted/updated in close cooperation with private sector and civil society organizations Number of people who have benefited from institution or workplace-based VET/skills development interventions supported by the EU, disaggregated by sex, disability, employment status and age 	tbd	tbd	<ul style="list-style-type: none"> Number of curricula programmes developed; reports from joint development of curricula. Baseline, md-term and end of term assessment to be conducted as part of the action. Government of Eswatini Landscape Analysis of Skills for Employability Programme (Skills Audit Report) Eswatini Education Management and Information System (EMIS) Reports Eswatini High Education Council Reports 	<ul style="list-style-type: none"> Government of Eswatini prioritizes youth employment and labour force skills development, implements the National TVET policy and allocating the required human and financial resources. Private sector is willing to develop MoUs with public TVET providers. Government of Eswatini is committed to addressing TVET access constraints of young women/vulnerable youth. Public opinion is ready to challenge stereotypes on female access to traditionally male-dominated trades/vulnerable youth access (incl. people with disabilities/marginalized and /substance /HIV- affected youths/) to TVET and the labour market.

Results	Results chain: Main expected results	Indicators (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
	Output 1.2: Strengthened capacity and involvement of private sector organisations in key sectors in the provision of inclusive TVET and skills development, workplace-based learning schemes, employment and entrepreneurship	<ul style="list-style-type: none"> Number of gender-sensitive MOUs between companies and relevant training providers facilitated through the programme. Increase in number of employers providing inclusive work-based training disaggregated by company size and economic sector. 	tbd	tbd	<ul style="list-style-type: none"> Baseline data surveys Employer surveys –quantitative and qualitative 	<ul style="list-style-type: none"> Management structure of Training Institute agreed and mandate proposed Broad-based support and participation by business /sector associations Relevance of training demonstrated resulting in increased demand for services by employers
	Output 2.1: Strengthened employability, entrepreneurial and life skills for disadvantaged and vulnerable women and youth	<ul style="list-style-type: none"> Number of women and youth (age 15 – 35) attending Social Innovation and Enterprise Workshops Number of youth (age 15 – 35) with a certificate of completion of on-the-job trainings and apprenticeships in Private Sector companies (disaggregated by sex) 	tbd	tbd	<ul style="list-style-type: none"> Labour Force Survey Internal Reports Reports from EU funded UNICEF Programmes 	
	Output 2.2: Strengthened delivery of community-level mental health services and psychosocial support, with a focus on pregnant girls, adolescent parents and boys; victims of gender-based violence are supported with	<ul style="list-style-type: none"> Number of disadvantaged youths in vulnerable situations provided with life skills, mental health services and psychosocial support and participating in 	tbd	tbd	<ul style="list-style-type: none"> Baseline, Mid-term and end of term assessment to be conducted as part of the action. UNICEF Report 	

Results	Results chain: Main expected results	Indicators (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
	specific services aiming at promoting their well-being and their economic and social inclusion.	income generation activities for improved livelihood and resilience. (Disaggregated by sex, age, disability, etc.)				
	Output 2.3: Strengthened programmes in place to reduce dropout of pregnant girls, adolescent parents and boys in primary and secondary schools.	<ul style="list-style-type: none"> Number of pregnant girls, adolescent parents and boys reintegrated to formal education through EU support (disaggregated by sex, age, location) 	tbd	tbd	<ul style="list-style-type: none"> Schools' reports Education Management Information System Report (EMIS) UNICEF Reports 	

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is envisaged to conclude a financing agreement with the Kingdom of Eswatini.

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 60 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer in duly justified cases.

4.3 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 measures¹⁶.

4.3.1 Indirect Management with an entrusted entity

This action may be implemented in indirect management with an entity, which will be selected by the Commission's services using the following criteria: expertise in women and youth economic empowerment and promotion of employment, operational capacity in vocational and education training (VET), skills development and alliances with the private sector, positive pillar-assessment.

The implementation by this entity entails the activities identified in order to achieve Specific Objective 1 of the Action: to promote equitable and gender-balanced access to market-driven TVET that leads to successful labour market transition by improving the quality, effectiveness and modernization of the TVET system; strengthening the role of the private sector within TVET to strengthen the delivery of programmes that empower youth and women to access opportunities, through enhanced capacity of government, CSOs and TVET providers.

4.3.2 Indirect Management with an entrusted entity

This action may be implemented in indirect management with an entity, which will be selected by the Commission's services using the following criteria: expertise in economic empowerment and social inclusion of disadvantaged youth and women in vulnerable situations, operational capacity in economic empowerment of vulnerable youth and women and in health/psychosocial support at community level, positive pillar-assessment.

The implementation by this entity entails the activities identified in order to achieve Specific Objective 2 of the Action: to improve economic and social inclusion of disadvantaged youth, women and people living in vulnerable situations as well as other vulnerable groups (disables, rural, OVC) by providing capacity building for community-based organisations, CSOs, local government and training providers; to enhance the capacity of government and CSO partners to provide mental health and psychosocial services and to set up youth and women aggregation areas.

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

If circumstances do not allow concluding satisfactorily the agreement with the entrusted entity(ies), the indirect management mode can be replaced:

- 1) to the direct management mode through grant to implement Specific Objective 1 by applicants such as international organisations, non-governmental organisations, economic operators.
- 2) to the direct management mode through grant to implement Specific Objective 2 by applicants such as international organisations, non-governmental organisations, economic operators.

¹⁶ 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.

4.4 Scope of geographical eligibility for procurement and grants

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

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

4.5. Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)
Implementation modalities – cf. section 4.3	
Specific Objective 1: To support the youth by enhancing skills through market-driven vocational education and training, and alliances with the private sector, for employability and self-employment composed of	
Indirect management with an entrusted entity- cf. section 4.3.1	14 000 000
Specific Objective 2: Empowerment of disadvantaged youth and women in vulnerable situations in order to improve their economic and social inclusion composed of	
Indirect management with an entrusted entity- cf. section 4.3.2	7 500 000
Evaluation – cf. section 5.2	0
Audit – cf. section 5.3	
Totals	21 500 000

4.6 Organisational Set-up and Responsibilities

A Steering Committee shall be set up to oversee and validate the overall direction and policy of the projects/components under the action.

A Project Steering Committee (PSC) shall supervise the projects, validate their overall direction, implementation and policy aspects and play an alert role where necessary, assure the coordination among all components and activities. The PSC shall meet at least twice a year. It will be chaired on a rotational basis between MoET, MoLSS, MoSCYA, MoEPD and private sector representatives and consist of core members and others with consultative and/or observer status. Core members will include one representative of the MoET, MoLSS, MoSCYA, the EU Delegation, NAO (MoEPD), BE, ESHEC (Eswatini Higher Education council) and EQA, the entrusted entity implementing the Action, other indirect implementing partners, employers' associations and the principals of the TVET institutions targeted by the Action. Representatives of other relevant line ministries such as DPMO, private sector, NGOs, CSOs, women's and youth-based organizations, as well as Youth Sounding Board will be included as well, depending on the programme issues at stake.

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

5. PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the log frame matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

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

Roles and responsibilities for data collection, analysis and monitoring: since reporting is assigned to the level of contracts awarded following the signing of the Financing Agreement, specific studies or baseline surveys will be conducted during the inception phase or in the first year of implementation of the contracts.

All monitoring and reporting shall assess how the action is considering the principle of gender equality, human rights-based approach, and rights of persons with disabilities including inclusion and diversity. Indicators shall be disaggregated at least by sex.

The entrusted entity responsible for the implementation of the Specific Objective 1 and Specific Objective 2 of the Action will have the responsibility for data collection, analysis and monitoring. During the inception phase of the contracts, a gender analysis/survey will be specially carried out as well as a thorough assessment of challenges faced by women and other marginalised groups to access the vocational education and training opportunities.

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

5.2 Evaluation

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

A mid-term evaluation will be carried out for problem solving and learning purposes, in particular with respect to adapting the project to a changing context and making corrections to the project based on the lessons of the first phase of implementation.

Final evaluation will be carried out for accountability and learning purposes at various levels, including for policy revision, taking into account in particular the fact that this project pioneers the building of a market driven TVET system in Eswatini.

The evaluations will assess to what extent the action is taking into account the human rights-based approach and 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 should assess the distributional impact of activities undertaken on the socio-economically disadvantaged individuals, households or groups. This can be done through the Distributional Impact Assessment tool (DIA). The DIA analysis looks at the effective targeting of beneficiaries of development interventions, identifying if more than 40 per cent of beneficiaries are at the bottom two quintiles of the income or wealth distribution. It also allows to evaluate whether effective targeting has been done towards women, children and youth or other disadvantaged groups (e.g. ethnic minorities) or at territorial level.

The evaluation reports shall be shared with the key stakeholders. The implementing partners and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

5.3 Audit and Verifications

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

6. STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

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

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

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

Appendix 1 REPORTING IN OPSYS

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

- Articulating Actions or Contracts according to an expected chain of results and therefore allowing them to ensure efficient monitoring and reporting of performance;
- Differentiating these Actions or Contracts from those that do not produce direct reportable development results, defined as support entities (i.e. audits, evaluations);
- Having a complete and exhaustive mapping of all results-bearing Actions and Contracts.

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

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

The intervention level for the present Action identifies as

Action level (i.e. Budget Support, blending)		
<input type="checkbox"/>	Single action	Present action: all contracts in the present action
Group of actions level (i.e. top-up cases, different phases of a single programme)		
<input type="checkbox"/>	Group of actions	Actions reference (CRIS#/OPSYS#): <Present action> <Other action(s)>
Contract level		
<input checked="" type="checkbox"/>	Single Contract 1	Indirect Management with an entrusted entity – 14 000 000 EUR
<input checked="" type="checkbox"/>	Single Contract 2	Indirect Management with an entrusted entity – 7 500 000 EUR
<input type="checkbox"/>	Group of contracts	