



EN

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

**ANNEX 3**

to the Commission Implementing Decision on the on the financing of the annual action plan in favour of Angola for 2024

**Action Document for PROSPERA<sup>1</sup> - Technical Education and Vocational Training Support Programme for Angola**

**ANNUAL ACTION PLAN**

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

## 1 SYNOPSIS

### 1.1 Action Summary Table

<b>1. Title CRIS/OPSYS business reference Basic Act</b>	PROSPERA - Technical Education and Vocational Training Support Programme for Angola OPSYS number: ACT-62522 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)/ Overseas Association Decision/European Instrument for International Nuclear Safety Cooperation Regulation
<b>2. Team Europe Initiative</b>	Yes Team Europe Initiative Diversification of Economy and Public Financial Management Angola <sup>2</sup>
<b>3. Zone benefiting from the action</b>	The action shall be carried out in Angola, with special attention to the provinces adjacent to the Lobito Corridor
<b>4. Programming document</b>	2021-2027 Multi-annual Indicative Programme (MIP) Angola <sup>3</sup>
<b>5. Link with relevant MIP(s) objectives / expected results</b>	Priority area 3: Human development Specific objective 1. To improve access, relevance and quality TVET and Higher Education Result a) Improved TVET school network and regulations including the identification of labour needs for VET focusing on the promotion of skills and employability.
<b>PRIORITY AREAS AND SECTOR INFORMATION</b>	
<b>6. Priority Area(s), sectors</b>	Priority area 3: Human development - Sector: To improve access, quality and relevance of TVET and Higher Education (DAC Code 110)

<sup>1</sup> PROSPERA stands for “Promoção de Relações - Oportunidades para Sustentabilidade-Profissionalização-Empreendedorismo-Realização das Aspirações”

<sup>2</sup> [Angola | Team Europe Initiative and Joint Programming tracker \(europa.eu\)](#)

<sup>3</sup> Commission Decision on the adoption of the National Indicative Programme between the European Union and Angola C(2021) 9359 final of 15.12.2021.

<b>7. Sustainable Development Goals (SDGs)</b>	Main SDG: SDG 4 (Quality Education) Other significant SDGs: SDG 5 (Gender Equality), SDG 8 (Decent work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 13 (Climate Action)			
<b>8 a) DAC code(s)</b>	11330 - Vocational Training 100%			
<b>8 b) Main Delivery Channel</b>	13000 Third country government delegated co-operation 46000 Regional Development Bank			
<b>9. Targets</b>	<input 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			
<b>10. Markers (from DAC form)</b>	<b>General policy objective @</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Participation development/good governance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
	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"/>
	<b>RIO Convention markers</b>	<b>Not targeted</b>	<b>Significant objective</b>	<b>Principal objective</b>
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>11. Internal markers and Tags:</b>	<b>Policy objectives</b>	<b>Not targeted</b>	<b>Significant objective</b>
Digitalisation @		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services		YES <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	NO <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
Connectivity @		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		YES	NO	

	digital connectivity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	energy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	transport	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	education and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Migration @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities@	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
12. Amounts concerned	Budget line: 14.020122 Total estimated cost: EUR 43 000 000 Total amount of EU budget contribution EUR 43 000 000 The Action is part of the Team Europe Initiative (TEI) ‘Diversification of Economy and Public Financial Management Angola’ which includes the participation of the European Investment Bank (EIB), France/AFD, the Netherlands and Portugal <sup>4</sup> .			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing	Indirect management with the entity(ies) to be selected in accordance with the criteria set out in section 4.4.1. A contribution to the Africa Investment Platform which be implemented in indirect management by the entities indicated in the annex to this Action Document, in accordance with the Regional Blending Africa Platform’s award procedure (section 4.4.2).			

## 1.2 Summary of the Action

Angola has one of the fastest demographic growth rates in the world<sup>5</sup>. However, this demographic dividend is not capitalised due to the lack of access to quality education and the low job-creation rate. The lack of educational opportunities is a major limitation. The government, aware of these challenges, has set clear objectives for the development of human capital and the promotion of employment, especially among young people. The National Development Plan (NDP) 2023-2027 aims to promote technical and vocational training to facilitate employability through training and to reduce the gender gap in education. Angola’s NDP also emphasises sustainable development, climate change mitigation and environmental protection as key priorities. To align with these priorities, it is crucial for the national Technical Education and Vocational Training (TVET) system to include a focus on green skills.

The Action “PROSPERA<sup>6</sup> - Technical Education and Vocational Training Support Programme for Angola” was prepared with the full participation and support of the Angolan government, led by the Ministry of Education (Ministério da Educação - MED), the Ministry of Public Administration, Labour and Social Security (Ministério da Administração Pública, Trabalho e Segurança Social - MAPTSS) and the National Plan for Staff Training attached to the Office of the President. It will contribute to Priority Area 3 (Human development), Specific objective 1 (To improve access, relevance and quality TVET and Higher Education) of the 2021-2027 European Union (EU) Multiannual Indicative Programme (MIP) for Angola.

The Action aims to decrease the gap between the availability of qualified individuals and the demand of the job market in priority economic sectors, in line with Angola’s green growth and economic diversification agenda. The Specific Objectives of the Action are to: (1) Strengthen the technical and vocational education and training (TVET) governance; (2) Improve the quality of training on key economic sectors in the context of Angola’s green growth and economic diversification agenda - agriculture, transport, renewable energies, fisheries, tourism, services, green and circular economy - with a focus on the Lobito Corridor; (3) Improve access to employment services and job opportunities for young people, with a focus on those with low academic literacy and the unemployed, with special

<sup>4</sup> There are no MS indicative contributions available

<sup>5</sup> https: In 2021, 78% of Angolans were under 35 years old.

<sup>6</sup> PROSPERA stands for “Promoção de Relações - Oportunidades para Sustentabilidade-Profissionalização-Empreendedorismo-Realização das Aspirações”

attention to the needs of women, people with disabilities and other persons in vulnerable situations; and (4) Increase entrepreneurship in strategic economic sectors with special attention to those that respond to the needs of the development of the Lobito Corridor.

The Action will contribute to transform Angola's TVET system, thereby increasing access to job opportunities, promote sustainable and circular economic growth, and match TVET to the demands of the labour market. It pays special attention to the Lobito Corridor where there is potential for sustainable employment opportunities in agriculture and agrifood supply chains, transport, logistics, renewable energy, and tourism services. The Action will also support skills development in other economic sectors supported with other EU-funded actions such as green and circular economy and fisheries. At the same time, the Action guarantees a comprehensive approach to TVET system development, better governance, public-private partnerships, and entrepreneurship promotion by integrating multiple specific objectives.

The Action builds on the EU-funded TVET Action "Revitalisation of Technical Education and Vocational Training (Revitalização do Ensino Técnico e da Formação Profissional, RETFOP)", implemented by Camões I.P. and Expertise France. It complements the EU-AFD blending operation "Revitalisation of agricultural vocational education and training in Angola"<sup>7</sup>.

The Action is aligned with the country's strategy for TVET as well as the priorities defined in Angola's Human Capital Development Plan 2022-2035 in which TVET has been identified as a priority area. It is also in line with the National Policy on Gender Equality as it promotes women's access to technical and vocational education and formal employment, and with the National Climate Change Strategy 2022-2035 that promotes education, training and capacity building as one of its five pillars.

The Action contributes to the Global Gateway EU-Africa Investment Package<sup>8</sup> through investment in education and training, one of its five priorities. The Action is part of the regional TEI on Opportunity-driven Skills and VET in Africa<sup>9</sup>. It is also part of the national TEI on Diversification of Economy and Public Financial Management in Angola as it will contribute to improve skills and access to decent jobs in line with market needs.

The Action contributes to the EU Gender Action Plan III<sup>10</sup> and its Country Level Implementation Plan (CLIP), in particular the areas of economic and social rights of girls and women<sup>11</sup>. It supports the implementation of the EU Strategy on the Rights of People with Disabilities (2021-2030)<sup>12</sup> by promoting equal access to education and developing new skills to improve access to employment opportunities for people with disabilities. It also contributes to the EU Action Plan on Human Rights and Democracy (2020-2024)<sup>13</sup> by promoting the inclusion and empowerment of people in vulnerable situations. The Action also contributes to the EU policy to tackle inequalities in developing countries<sup>14</sup>, to the 2022-2027 Youth Action Plan in the EU external action<sup>15</sup>, to the European Green Deal<sup>16</sup> supporting the transition to a green economy.

The Action will contribute to the Agenda 2030 Goals, notably SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), and SDG 13 (Climate Action).

### 1.3 Zone benefitting from the Action

The Action shall be carried out in Angola which is included in the list of ODA recipients.

<sup>7</sup> Documents available at: [Angola - European Commission \(europa.eu\)](https://europea.europa.eu/angola).

<sup>8</sup> [EU-Africa: Global Gateway Investment Package - European Commission \(europa.eu\)](https://europea.europa.eu/global-gateway-investment-package)

<sup>9</sup> [GG Factsheets Africa Education.pdf \(europa.eu\)](https://europea.europa.eu/gg-factsheets-africa-education.pdf)

<sup>10</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020JC0017&from=EN>

<sup>11</sup> More specifically, it contributes to thematic priorities 3.1 and 3.6 on women's access to decent work in non-traditional sectors and on reducing disparities in access to education.

<sup>12</sup> [Strategy for the rights of persons with disabilities | EUR-Lex \(europa.eu\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020JC0017&from=EN)

<sup>13</sup> [EEAS, 'EU Action Plan on Human Rights and Democracy', 19.11.2020](https://europea.europa.eu/eeas/eu-action-plan-on-human-rights-and-democracy)

<sup>14</sup> Commission Staff Working Document on Implementation of the new European Consensus on Development – Addressing inequality in partner countries SWD(2019) 280 final of 14.6.2019.

<sup>15</sup> [Youth Action Plan - European Commission \(europa.eu\)](https://europea.europa.eu/youth-action-plan)

<sup>16</sup> [The European Green Deal - European Commission \(europa.eu\)](https://europea.europa.eu/the-european-green-deal)

## 2 RATIONALE

### 2.1 Context

#### Public Policy Assessment

According to the Basic Law of the Education System, the Technical-Vocational Education system in Angola is made up of two distinct subsystems: Technical Education (TE), under the responsibility of the Ministry of Education (Ministério da Educação - MED), and Vocational Training (VT), under the responsibility of the Ministry of Public Administration, Labour and Social Security (Ministério da Administração Pública, Trabalho e Segurança Social - MAPTSS).

TE is included in formal secondary education and is divided into two cycles: Basic Technical Education (BTE), which lasts 3 years and is accessible after the 6th year of compulsory education, conferring equivalence to the 9th year; and Secondary Technical Education, which also lasts 3 years and is accessible after BTE or the 9th year of general education, conferring equivalence to the 12th year, thus allowing access to higher education.

VT is essentially aimed at the continuous training and re-training of young people and adults, promoting and facilitating their integration into the labour market. It does not give access to formal higher education, but it results in a professional certification. VT courses are categorised into four levels and vary in length, from 3 to 9 months at lower levels (I and II) and from 1 to 3 years at higher levels (III and IV). Angola's BTE policy is regulated by different legal documents and widely recognises the crucial importance of human capital development for the country's economic development and diversification.

Advanced vocational training, such as the 13th and 14th levels, is of great importance and frequently requested by companies, as these advanced qualifications are essential to meet the needs of the modern labour market. Advanced training not only meets the business demand for specific skills but also contributes to creating a more efficient and innovative working environment, boosting the national economy and promoting sustainable development and green skills development.

#### Teaching situation and problems

Angola has one of the fastest demographic growth rates in the world<sup>17</sup>. However, this demographic dividend is not capitalised due to the lack of access to quality education and the low job-creation rate. The youth unemployment rate is almost 50% higher than the national unemployment average (22% vs. 15%)<sup>18</sup>. Individuals between 15 and 34 years old represent 83% of the unemployed<sup>19</sup>. Employment is highly concentrated in the informal sector. In 2023<sup>20</sup>, 80.5% of employees were in informal employment with a gender gap (72.2% for working men and 88.5% for working women). Women earn lower wages (in 2021<sup>21</sup> women earned on average 70% of what men earned per month).

The socio-economic impact of the COVID-19 pandemic on jobs and education exacerbated the five-year-long contraction of the Angolan economy, in addition to persistent social deprivation. Before the pandemic, 44.2% of the population lived in multidimensional poverty<sup>22</sup>. In 65 of Angola's 164 municipalities, more than 90% of the local population lived in multidimensional poverty. In addition, around 77% of children under the age of 18 were multidimensionally poor<sup>23</sup>.

Angola lags behind neighbouring countries in several critical areas of youth development such as employment, education, health, equality, inclusion, peace and security. The country is ranked 171st out of 183 countries in the 2023 Global Youth Development Index<sup>24</sup>.

<sup>17</sup> [https://ine.gov.ao/Arquivos/arquivosCarregados/Carregados/Publicacao\\_638386203777972813.pdf](https://ine.gov.ao/Arquivos/arquivosCarregados/Carregados/Publicacao_638386203777972813.pdf)

<sup>18</sup> <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099210502232360806/p174737020b1d101709def0fd1e971879f0> (accessed 27/06/2024)

<sup>19</sup> <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099210502232360806/p174737020b1d101709def0fd1e971879f0> (accessed 27/06/2024)

<sup>20</sup> [//www.ine.gov.ao/Arquivos/arquivosCarregados/Carregados/Publicacao\\_638386203777972813.pdf](https://www.ine.gov.ao/Arquivos/arquivosCarregados/Carregados/Publicacao_638386203777972813.pdf)

<sup>21</sup> <https://ilostat.ilo.org/data/country-profiles/>

<sup>22</sup> [https://www.mppn.org/wp-content/uploads/2020/09/IPM\\_Angola\\_Ver\\_Final\\_28\\_7\\_2020\\_Dir\\_INE.pdf](https://www.mppn.org/wp-content/uploads/2020/09/IPM_Angola_Ver_Final_28_7_2020_Dir_INE.pdf) (accessed 27/06/2024)

<sup>23</sup> INE, 2022.

<sup>24</sup> [Global Youth Development Index Update Report 2023 | Commonwealth \(thecommonwealth.org\)](https://thecommonwealth.org/global-youth-development-index-update-report-2023)

The lack of educational opportunities is a major limitation, especially when it comes to secondary education. Enrolment rates are still low: it is around 23% in the first cycle of secondary education and in the second cycle of secondary education it is 6.6% in the general system and 5.6% in the technical-vocational route<sup>25</sup>. The gender inequality index in secondary school is 0.85, indicating that, as the cycle's progress, the data begins to reveal greater gender disparities. In 2019, 79,9% of boys accessed secondary compared to 69,7% of girls<sup>26</sup>. This is associated with social, cultural and gender norms, in particular with the social expectation that girls should become wives, mothers and housewives at an early age. In Angola, 35% of girls are pregnant and 30% are married before they turn 19. Poverty is also a crucial factor preventing girls from accessing and completing education, with those living in remote areas or belonging to ethnic minorities facing greater disadvantages. Girls' vulnerabilities manifest themselves in a vicious cycle<sup>27</sup>.

There is a lack of reliable and up-to-date information on persons with disabilities in education and employment in Angola. According to the 2014 census, people with disabilities represented 2.5% of the total population (56% male and 44% female), while the most recent global prevalence estimate by the World Health Organisation (WHO) indicates that 16% of the total population has a severe disability<sup>28</sup>.

#### Thematic area

The government, aware of these challenges, has set clear objectives for the development of human capital and the promotion of employment, especially among young people. The NDP 2023-2027 aims at integrating young people into the country's economic, political, social and cultural growth. Efforts include creating a National Employment Plan, improving employment centres and services, and strengthening the National System for Qualifications to modernise and improve Angola's infrastructures and capacities for sustainable development. In terms of inclusion and gender equality, the NDP aims to promote technical and vocational training to facilitate the employability and integration of people with disabilities as well as at reducing the gender gap in education and increasing the employability of women through training.

Angola's NDP also prioritises sustainable development, climate change mitigation, and environmental protection. Key strategies include creating a resilient ecosystem, promoting renewable energy, enhancing sustainable agricultural practices, and managing water resources effectively. The NDP also emphasises biodiversity preservation and the transition to low-carbon energy sources. Angola is committed to the Paris Agreement, thus contributing to global efforts to reduce greenhouse gas (GHG) emissions and adapt to climate change. For this, Angola's Nationally Determined Contribution (NDC) encompasses both unconditional and conditional measures for the reduction of GHG emissions and the adaptation of its territory and communities to the adverse impacts of climate change. Two thematic areas where the government intends to act are the training of teachers and educators on climate change and circular economy and the integration of climate change education and circular economy principles in the school curricula, as education is an essential component and a facilitator for responding to an increasing demand for green skills. Increasing the availability of green skills will support the green transition in key value chains and strengthen Angola to meet its climate targets and to build better climate resilience. Priority 10.5 of the NDP promotes an environmental sustainability policy to prevent risks, protect ecosystems and biodiversity, fight climate change, and promote circular economy, and environmental education.

#### EU effort with the Global Gateway

As part of the implementation of the Global Gateway strategy in Angola, the EU is seeking to close the gap between the supply of qualified people and the demand of the labour market. The EU intervention focuses on economic diversification supporting key sectors (such as agriculture, transport, renewable energies, and green and circular economy), including the development of the Lobito Corridor. In Angola, the Corridor (1,344 km) crosses four provinces (Benguela, Huambo, Bié, Moxico), home to 8 million people (25% of Angola's population) concentrating almost 20% of Angola's companies.

The ongoing TVET support programme "Revitalisation of Technical Education and Vocational Training (Revitalização do Ensino Técnico e da Formação Profissional - RETFOP)", in partnership with I.P. Camões and Expertise France, is an example of the EU efforts to support skills development in Angola. It has been instrumental

<sup>25</sup> *Plano de Desenvolvimento do Capital Humano de Angola 2022-2035*.

<sup>26</sup> [https://secretariadoexecutivo.cplp.org/media/rnlrqym/angola\\_diagnostico-da-igualdade-de-genero-em-angola-2022-1.pdf](https://secretariadoexecutivo.cplp.org/media/rnlrqym/angola_diagnostico-da-igualdade-de-genero-em-angola-2022-1.pdf) (accessed 27/06/2024)

<sup>27</sup> Data of National Institute of Statistics (Instituto Nacional De Estatísticas – INE), 2022

<sup>28</sup> WHO (2022). [Global report on Health Equity for Persons with Disabilities](#).



in modernising the management of VET institutions, training students and trainers, and supporting job creation through incubation and micro-credits for young entrepreneurs.

## 2.2 Problem Analysis

### **Short problem analysis:**

#### 1. TVET Governance

The governance of TVET is characterised by a) weak strategic management capacity at central and local government, resulting from poor technical capacity and an insufficient number of staff at key institutions and departments; b) embryonic statistical systems that are not yet used at a full scale to support decision-making and proper TVET monitoring and quality assurance; c) incipient public-private dialogue at decision level. Therefore, there is a need to support institutional capacity. This Action aims at doing so by taking advantage of the results achieved by the ongoing TVET support programme RETFOP: a) supporting the management/planning of the Ministry of Education (MED) by supporting the use of the new technical education information system; and b) supporting the development of the National System for Qualifications, the Quality Assurance System, the definition of the Skills Recognition, Validation and Certification (RVCC) model and the functioning of the Mechanism for Public-Private Dialogue on TVET.

#### 2. Training quality

The TVET training offer in Angola is insufficient to meet the demand. Only 4% of Angola's population has some form of TVET qualifications<sup>29</sup>. In addition, the training lacks quality due to: a) weak management and organisation capacities of TE schools and VT centres; b) qualitative and quantitative insufficiency of specialised teachers and trainers, especially in the technical and technological areas; c) inadequacy of the training methods and content to the real needs of the labour market; d) weak involvement of the private sector and civil society in the governance of VET (shaping curricula, defining learning outcomes, providing job-learning opportunities). At the same time, there is a lack of jobs in Angola. Job creation is stagnated and there is low productivity. Those factors limit foreign direct investment in productive assets and hamper economic diversification and the development of the private sector. As a result, the job creation process is slow and most of the jobs created fall in the realm of the informal sector<sup>30</sup>. Therefore, to maximise the impact and to avoid dispersing efforts, the Action focuses on improving the training quality in the key economic sectors that look more promising in terms of job creation and promoting a green transition.

Besides, the Action pays special attention to the development of the Lobito Corridor. The Corridor has significant potential for sustainable employment opportunities across key sectors such as agriculture, transport, logistics, renewable energy, and tourism. A critical focus on promoting green and circular business models across all sectors is essential. This will necessitate a dedicated emphasis on green skills development to ensure a workforce capable of supporting these initiatives. Additionally, this Action will address the demand for skilled labour in other economic sectors supported by EU-funded actions, such as the green and circular economy and fisheries. In addition, to improve training quality, the Action will: a) train teachers and management teams of TVET centres/schools; b) equip training centres when needed; b) design TVET curricula in line with the National System for Qualifications and the private sector; and c) will promote the apprenticeship model.

#### 3. Employment services and vulnerable people's accessibility to training and jobs

The environment to transit from TVET to the labour market is not conducive. The services to do vocational guidance services to students at technical schools have been supported by the ongoing EU TVET programme RETFOP, but they are still incipient. The employment services are in a modernisation process and have also received capacity support and equipment from RETFOP. However, improvements are still needed. For instance, there is a need for enhanced professional and vocational guidance in schools and employment services including training of employment counsellors and technicians.

Furthermore, recent programmes to promote employment have not been designed in a way that they reach people in vulnerable situations. People in vulnerable situations find it very difficult to meet the eligibility criteria such as minimum qualifications and/or experience<sup>31</sup>. In addition, early marriage and gender-based violence are two major

<sup>29</sup> Cravo et al (2023), Determinants of Labour Market Outcomes in Angola, AfDB Working Paper

<sup>30</sup> <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099210502232360806/p174737020b1d101709def0fd1e971879f0> (accessed 17/06/2024)

<sup>31</sup> <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099210502232360806/p174737020b1d101709def0fd1e971879f0> (accessed 17/06/2024)

obstacles that girls must overcome. Pregnancy during their academic career means that girls face high levels of discrimination from their social network including school management. The lack of school transport, intensive teaching hours and the lack of services for the children of young mothers are constraints. The lack of separate toilets for boys and girls in schools and the limited access to menstrual hygiene products, also have an impact on school drop-outs from the second cycle onwards<sup>32</sup>.

Concerning people with disabilities, there is limited implementation of the national policy for inclusive special education, resulting in the prevalence of special schools and the existence of physical, transport and pedagogical barriers that limit the enjoyment of the right to education by persons with disabilities<sup>33</sup>.

Therefore, on the one hand, there is a need to carry on RETFOP's efforts to improve employment services. On the other hand, specific tools such as grants, mentoring and counselling should be implemented to support the training and professional integration of women, people with disabilities and groups in vulnerable situations.

#### 4. Entrepreneurship situation and services

Out of every 100 Angolans with a job, 80 work in the informal market, i.e. they end up running small businesses<sup>34</sup>. An Annual Employment Report 2023 of Angola<sup>35</sup> indicates that the difference between demand and job supply is 80%, with both demand and job supply being more centered in Luanda, followed by Benguela, which is beginning to acquire some importance<sup>36</sup>. Therefore, entrepreneurship promotion seems to be extremely necessary to absorb the massive supply of workforce. Overall, MSMEs encounter significant barriers including low capitalisation, difficulty accessing credit, insufficient incentive for national production, and poor-quality human resources (MSME owners mainly operate in the retail sector, and it is difficult to manage more complex enterprises such as agricultural and industrial activities) and high-level vulnerability in the early stages of their business.

In this context, the ongoing programme RETFOP implemented a micro-entrepreneurship support project with microcredits (Programa de Apoio ao Micro Empreendedorismo - PAME). PAME was addressed to aspiring micro-entrepreneurs who have finished technical education. The programme created 715 direct jobs and 83% of the amount lent to micro-entrepreneurs was reimbursed.<sup>37</sup> This Action takes into consideration the success and the lessons learnt from PAME. At the TVET system, there is a need for more entrepreneurial encouragement/animation, entrepreneurship training, technical assistance to entrepreneurs as well as support/mentoring through incubation and acceleration. In terms of finance, the microcredit model - based on a partnership between the National Institute for Employment and Vocational Training (Instituto Nacional de Emprego e Formação Profissional - INEFOP), a public institution, and Kixicrédito, a private microcredit institution - delivered good results and showed that tailored partnerships and tools for MSMEs financing can be built.

In addition, this Action will pay special attention to the needs for the development of the Lobito Corridor, taking advantage of other concomitant expected interventions.

#### 5. Green skills development

To align with the environmental priorities of the NDP 2023-2027, it is essential to integrate green skills development into the national TVET system. This will ensure the workforce is adequately prepared to support and advance these environmental goals and contribute to the fight against climate change and its impacts on communities and businesses. By equipping individuals with skills in sustainable practices, climate-smart agriculture and sustainable agrifood production, renewable energy technologies, and effective resource management, the TVET system can play a pivotal role in fostering a resilient and sustainable economy. This alignment will not only meet the demands of the evolving job market but also contribute significantly to Angola's long-term environmental and economic objectives that are part of the country's commitments under the global environmental and climate conventions.

<sup>32</sup> [https://secretariadoexecutivo.cplp.org/media/tmlrqym/angola\\_diagnostico-da-igualdade-de-genero-em-angola-2022-1.pdf](https://secretariadoexecutivo.cplp.org/media/tmlrqym/angola_diagnostico-da-igualdade-de-genero-em-angola-2022-1.pdf) (accessed 27/06/2024)

<sup>33</sup> [https://tbinternet.ohchr.org/\\_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD%2FC%2FAGO%2FCO%2F1&Lang=en](https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD%2FC%2FAGO%2FCO%2F1&Lang=en)

<sup>34</sup> <https://www.voaportugues.com/a/pequenos-neg%C3%B3cios-espinha-dorsal-da-economia-angolana-mas-sem-apoios-necess%C3%A1rios-para-a-sua-sustentabilidade/7523780.html> (accessed 28/06/2024)

<sup>35</sup> *Relatório Anual de Emprego 2023 de Angola* published by the Centre of Economic Research of the *Universidade Lusíada de Angola* and Jobartis (June 2024).

<sup>36</sup> *Jornal de Angola - Notícias - Governo anuncia apoio de 27 mil milhões de kwanzas para iniciativas de emprego*

<sup>37</sup> Capitalização do Programa de Apoio ao Micro Empreendedorismo (PAME) 2020-2024, Expertise France, 2023.



In this context, the Action will also be complementary to other EU-funded actions addressing development of the blue economy (Initiative for a Sustainable and Strategic Blue Economy in Angola), promoting trade and investment (Promoting Trade and Investment in Angola), and support to solid waste management (Support to upgrade the value chain of Solid Waste Management and adoption of a Circular Economic Model)<sup>38</sup>. The outcomes of these actions are expected to create an increasing demand for labour with green skills and an understanding of topics such as the circular economy, environmental protection, and climate change.

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

The stakeholders are numerous and operate at various levels. An active and inclusive participation of the identified parties is expected in the executive planning phase and, primarily in the programme implementation with a view to a dynamic and direct involvement, especially of women, young people, people with disabilities and other groups in vulnerable situations.

At the level of the government, the following entities are key stakeholders:

The Technical Management Unit of the National Plan for Staff Training, attached to the Office of the President.

The MED which is responsible for technical education policy. Within the MED:

- The National Directorate for Professional Technical Education
- The National Education Inspection Office
- The National Institute for the Evaluation and Development of Education
- The units responsible for teacher training
- Technical vocational schools.

Within the MAPTSS, the National Institute for Employment and Vocational Training (Instituto Nacional de Emprego e Formação Profissional - INEFOP) oversees the implementation and monitoring of public policies for initial and continuing vocational training. Also, within MAPTSS:

- The National Directorate for Labour and Vocational Training
- The National Institute for Qualifications
- The National Centre for the Training of Trainers.

And at the territorial level:

- Local Centres for Entrepreneurship and Employment Services
- Vocational Training Centres.
- Integrated Employment and Vocational Training Centres.
- Job Centres.
- Municipal Employment and Entrepreneurship Services
- Integrated Technological Training Centres
- The MED and MAPTSS provincial offices in the Lobito Corridor provinces.

Other relevant ministries and institutions are the following:

- The National Institute for Small, Medium and Micro Enterprises (Instituto Nacional da Pequena, Média e Micro Empresa - INAPEM), under the Ministry of Economy and Planning
- The Ministry of Telecommunications, Information Technology and Social Communication (Ministério das Telecomunicações, Tecnologias de Informação e Comunicação Social - MINTTICS)
- The Ministry of Higher Education, Science, Technology and Innovation (Ministério do Ensino Superior, Ciência, Tecnologia e Inovação - MESCTI)
- The Ministry of Social Action, Families and the Promotion of Women (Ministério da Acção Social, Família e Promoção da Mulher - MASFAMU) for gender, people with disabilities and other groups in vulnerable situations.
- The ministries of the productive sectors most involved in the Lobito Corridor will be involved in coordinating the strategies for identifying the corresponding training needs (Ministry of Trade and Industry, Ministry of Agriculture and Forestry, Ministry of Transport, Ministry of Energy and Water, Ministry of Tourism).

<sup>38</sup> [Angola - European Commission \(europa.eu\)](https://european-council.europa.eu/media/en/press-communications/infographic/Pages/infographic-angola-ec.aspx)

- The National School of Administration and Public Policy (Escola de Administração e Políticas Públicas - ENAPP).
- The Institute for Administrative Modernisation (Instituto de Modernização Administrativa - IMA).
- The National Institute for Scholarship Management (Instituto Nacional de Gestão de Bolsas de Estudo - INAGBE).
- Ministry of Environment (Ministério do Ambiente - MINAMB).

The target groups of the Action are: (1) on the one hand, students, employed and unemployed workers including self-employed workers in the informal economy, young people, women, people with disabilities and other groups in vulnerable situations with no or low professional qualifications, who need training and capacity building to acquire and improve skills that will enable them to access, maintain and improve their employment; and (2) on the other hand, companies which need qualified human resources to meet their production needs.

To ensure coherence between supply and demand for skills and qualifications, all the players in the TVET and employment system will be involved in the Action, the target groups (students, employed and unemployed workers including self-employed workers in the informal economy), the public administration at different levels (directors and managers), schools and training centres (teachers, managers), employment services (technicians and advisors), employers' and professional associations, companies, trade unions, civil society organisations (including women's organisations and those representing people with disabilities) and communities.

### 3 DESCRIPTION OF THE ACTION

#### 3.1 Objectives and Expected Outputs

The Overall Objective of this Action is to decrease the gap between the availability of qualified individuals and the demand of the job market in priority economic sectors, in line with Angola's green growth and economic diversification agenda.

The Specific Objectives of this Action are to:

1. Strengthen the TVET governance.
2. Improve the quality of training on key economic sectors in the context of Angola's green growth and economic diversification agenda - agriculture, transport, renewable energies, fisheries, tourism, services, green and circular economy - with a focus on the Lobito Corridor.
3. Improve access to employment services and job opportunities for young people, with a focus on those with low academic literacy and the unemployed, with special attention to the needs of women, people with disabilities and other persons in vulnerable situations.
4. Increase entrepreneurship in strategic economic sectors with special attention to those that respond to the needs of the development of the Lobito Corridor.

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

- 1.1 contributing to Outcome 1 (or Specific Objective 1): Enhanced institutional capacity, at central and local level, to manage the TVET system, including the identification of skills needs of the labour market taking into account promotion of the green and circular economy and building climate resilience.
- 1.2 contributing to Outcome 1 (or Specific Objective 1): Strengthened capacities of the relevant Ministries to develop and implement the National System for Qualifications for the priority professional families for green growth and economic diversification in coordination with the private sector.
- 1.3 contributing to Outcome 1 (or Specific Objective 1): Strengthened capacities of the relevant Ministries to define the Skills Recognition, Validation and Certification (RVCC) model in alignment with professional families.
- 2.1 contributing to Outcome 2 (or Specific Objective 2): Strengthened and equipped TVET reference centres' network based on public-private collaboration.
- 2.2 contributing to Outcome 2 (or Specific Objective 2): Strengthened capacities to align the TVET qualifications (certifications and diplomas), the competencies established in the National System for Qualifications and the needs for a green and circular economy.
- 2.3 contributing to Outcome 2 (or Specific Objective 2): Enhanced technical and pedagogical skills of teachers, trainers, managers, inspectors, supervisors, curricula technicians and companies' tutors in alignment with the TVET system's needs.

- 3.1 contributing to Outcome 3 (or Specific Objective 3): Strengthened capacities of the employment centres and trainers of the vocational training centres and technical schools to provide professional and vocational guidance, with special attention to women, people with disabilities and persons in vulnerable situations.
- 3.2 contributing to Outcome 3 (or Specific Objective 3): Improved INEFOP Employment Centres' provision of labour market intermediation services.
- 4.1 contributing to Outcome 4 (or Specific Objective 4): Reinforced entrepreneurial promotion ecosystem linked to TVET, actively involving government entities, private sector and civil society organisations.
- 4.2 contributing to Outcome 4 (or Specific Objective 4): Improved access to sustainable and green financing for small business.

## 3.2 Indicative Activities

### Activities relating to Output 1.1:

1. Provide technical assistance for the planning around the Technical Education Subsystem at the MED including supporting the use of the Technical Education information system if needed.
2. Provide technical assistance to nurture the activity of the Public-Private Dialogue Mechanism for TVET.
3. Formulate sectoral plans for TVET in high-potential employment areas including a focus on green and circular economy and climate change.
4. Design, launch and maintain an integrated TVET guidance portal.
5. Provide technical assistance to generate information on the skills and qualifications needs of the labour market, including the informal sector, through the National Employment Observatory and the Qualification Councils of the National System for Qualifications.
6. Provide training to civil servants working on TVET to support the implementation, monitoring and evaluation of TVET, including through strengthening international exchange and mobility in TVET for civil servants.

### Activities relating to Output 1.2:

7. Develop qualifications for the priority professional families for green growth and economic diversification in coordination with the private sector.
8. Provide technical assistance to nurture the systematic and continuous implementation of the National Qualification System.
9. Provide technical assistance to nurture the design and implementation of the TVET Quality Assurance System based on continuous system monitor and evaluation.
10. Develop a digital competencies framework.

### Activities relating to Output 1.3:

11. Provide technical assistance to define the Skills Recognition, Validation and Certification (RVCC) model with the support of technological solutions.

### Activities relating to Output 2.1:

12. Map the needs of the network of TVET reference centres and schools.
13. Define a self-sustainable management model for TVET centres and support its implementation.
14. Supply the required equipment (in line with the new curricula derived from the National System for Qualifications) with a maintenance plan and consumables.
15. Promote and facilitate the materialisation of agreements between companies and TVET centres to provide training in identified priority areas with high employment potential in the context of green growth and economic diversification.
16. Conduct a mapping of TVET centres in the Lobito Corridor, define criteria for TVET reference centres and schools to be integrated in the network and support their integration.

### Activities relating to Output 2.2:

17. Map the required skills profiles to match opportunities in key economic sectors and value chains for green growth and economic diversification (agriculture, transport, logistics, renewable energy, waste management, fisheries and tourism and services, including a mainstreamed focus on circular economy principles).
18. Conduct a specific analysis of employment opportunities and skills needs in key economic sectors linked to the development of the Lobito corridor.

19. Carry out, with the private sector, the curricular development of new TVET programmes (in previously identified key economic sectors) adjusting them to the National Catalogue for Qualifications and the National Framework for Qualifications, including training at level 6, including programmes relevant for the development of the Lobito Corridor.
20. In synergy with the EU-AFD action Revitalisation of agricultural vocational education and training, develop curricula for the “Agricultural, Fishing and Forestry Activities” professional family and for the agri-processing activities in the “Manufacturing & Process Industry” professional family taking into consideration climate-smart techniques and processes.
21. Set up and implement the apprenticeship training model.
22. Develop the Learning Credits System for TVET.
23. Define and implement a modular and distance training offer associated with the National Catalogue for Qualifications.

Activities relating to Output 2.3:

24. Conduct a needs’ assessment of training and capacity building needs of management teams of technical schools and vocational training centres as well as of teachers, trainers and mentors to deliver their tasks at the highest level of quality.
25. Deliver the relevant trainings to teachers, trainers, managers, inspectors, supervisors, curricula technicians and companies’ tutors.
26. Define and implement a career plan for TVET teachers and trainers based on the National Qualifications System.

Activities relating to Output 3.1:

27. Develop and implement mechanisms to support the enrolment of perspective students (mentoring and counselling programmes, agreements with civil society organisations, establishment of quotas, scholarships) with a focus on women, people with disabilities and people from other groups in vulnerable situations.
28. Develop and implement a mentoring and counselling model with special attention to inclusive pedagogy.
29. Develop and implement mechanisms to support access to the labour market, including collaboration agreements with organisations and companies that can contribute with resources, and internship opportunities, with a focus on women, people with disabilities and people from other groups in vulnerable situations.
30. Conduct awareness campaigns to inform target groups about the mechanisms in place.

Activities relating to Output 3.2:

31. Provide technical assistance to enhance and promote the services and the monitoring system of the INEFOP Employment Services by adding new tools and functionalities.
32. Provide capacity building and technical assistance to the staff of the Employment Centres.

Activities relating to Output 4.1:

33. Map the entrepreneurship ecosystem and identify opportunities for entrepreneurial activities and support areas.
34. Create and/or strengthen initiatives to encourage entrepreneurship based on the identification of opportunities including training and mentoring programmes for entrepreneurs.
35. Support start-up incubators, co-working spaces, accelerations, and scale-up programs in synergy with existent EU supported programs and actions.
36. Develop and implement communication strategies, monitoring results and impact in synergy with existent EU supported programs.
37. Support the organisation of youth and student innovation competitions at technical schools and vocational training centres.
38. Build the capacity of entrepreneurship support organisations.

Activities relating to Output 4.2:

39. Provide technical assistance to establish mechanisms to improve access to sustainable and green financing for small business investments in synergy with existing EU supported programs and Government schemes (e.g., guarantee and solidarity funds, subsidised interest rate credit lines), ensuring participation and ownership of target groups.
40. Set-up and deliver relevant training programmes for local financial institutions and small businesses.
41. Carry out awareness-raising inclusive and accessible campaigns on the opportunities and services available.

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**

The Action will promote green skills and technologies, occupational safety, health, and workers' rights. It will also pay attention to opportunities to increase the access, privileges, and participation of people with disabilities in green skills development.

The Angolan government has paid special attention to the environment and climate change in recent decades. The Action integrates environmental themes such as conservation, low carbon development, circular economy, and sustainable environmental management into technical and professional courses, as well as developing and/or revising VET courses in the sustainable development field, such as waste management and environmental quality control.

To mitigate disaster risks and tackle climate change, the Action will create synergies with the ongoing EU-AFD action for Agriculture and Rural Training which is revising the curricula of agricultural courses to include sustainable and adaptive practices. These revisions will incorporate agricultural techniques that promote climate resilience such as efficient water use, soil conservation, crop rotation and integrated pest management. In addition, curricula will be updated to emphasise the importance of biodiversity, sustainable management of natural resources, and implementation of agroforestry systems. Integrating these practices into technical agricultural education aims to prepare future farmers to face climate adversity and reduce negative environmental impacts while promoting a more sustainable and resilient agriculture.

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

The Strategic Environmental Assessment (SEA) screening concluded that key environmental and climate-related aspects need be addressed during design.

**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 B not requiring an EIA, but for which environmental aspects will be addressed during the design.

**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 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 in terms of gender equality, the programme will intervene at various levels to address gender imbalances in the TVET system by promoting gender equity in sectoral policies and strategies, collecting and producing gender-differentiated data, ensuring gender equity in the selection of candidates for teacher and trainers training courses, and complementary entrepreneurship training, promoting women's participation in non-female economic sectors (energy, transport and logistics), producing gender-sensitive orientation and training materials, organising courses in a way that take into account gender and the needs of young mothers in need of professionalising, and addressing issues of sexual harassment in the various training courses offered. The Action will follow the recommendations of the EU's GAP III and will use relevant tools and studies to ensure gender mainstreaming.

#### **Human Rights**

The approach of the projects includes consultation and participation of the target groups (young people, women, people with disabilities and other groups in a vulnerable situation). Activities will aim to empower people in vulnerable situations by facilitating their right to quality education and lifelong learning opportunities, and their

right to work under just and favourable conditions. In line with human rights principles, the Action aims to be conflict-sensitive and to ensure that all actions are inclusive and equitable. It therefore contributes to the EU Action Plan on Human Rights and Democracy (2020-2024).

### **Disability**

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that the Action will adopt measures and initiatives to address the obstacles that people with physical disabilities and special needs, face in accessing the TVET system and the labour market. To this end, the Action will ensure that materials are designed to be inclusive and accessible, that curricula are developed to be inclusive, and that teacher training covers inclusive pedagogy. Specific mentoring and guidance activities will be available for people with disabilities to facilitate their enrolment, success and access to training, employment, and entrepreneurship. The Action will be in line with the Convention on the Rights of Persons with Disabilities (CRPD), the EU Disability Strategy (2021-2030) and the EU Guidance Note on Disability Inclusion in EU External Action<sup>39</sup>.

### **Reduction of inequalities**

As per the Inequality Marker, this Action has been labelled as an I-1. Reduction of inequalities is a significant objective of the Action. The Action will support students with economic and social difficulties for guaranteeing an equitable access to education for all. By improving access to education, vocational training, and work opportunities for those who do not study or work, with special attention to the needs of women and other vulnerable groups who have difficulty gaining access to training due to financial problems and insufficient opportunities, this Action will support inequality reduction. Specific mentoring activities and tools (such as scholarships) will be available for the groups mentioned above to facilitate their enrolment, success and access to training, employment, and entrepreneurship. To carry out these activities the Action will collaborate with civil society organisations with experience working with those groups.

### **Democracy**

N/A

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

N/A

### **Disaster Risk Reduction**

N/A

### **Other considerations if relevant**

N/A

## **3.4 Risks and Lessons Learnt**

<b>Category</b>	<b>Risks</b>	<b>Likelihood (Low/ Medium/ High)</b>	<b>Impact (Low/ Medium/ High)</b>	<b>Mitigating measures</b>
Governance	Organisational communication failures	High	High	Implement a structured and monitored communication model.
Governance	Low ownership level of involved actors	Average	High	Develop specific strategies to increase local ownership among the large number of partners.
Institutional capacity	Lack of monitoring and evaluation system and appropriate auditing	High	High	Implement robust continuous audit, monitoring and evaluation systems.

<sup>39</sup> [Leaving no one behind: Disability inclusion in EU external action, European Commission, 2021](#)



Institutional capacity	Insufficient capacity at local level	High	High	Focus on ongoing training programmes assuming they will be able to cover the substantial increased needs create by this program.
Private sector	The private sector may not create a sufficient number of jobs to absorb TVET graduates.	Medium	High	Support to Angola in a Team Europe approach for the diversification of the economy and to enhance the business environment and investment climate to attract and retain private investment
Social aspects	Lack of integration of cross-cutting themes	Average	Medium	Incorporate specific actions to address participation of women, people with disabilities and promote creation of green jobs. Involve the target groups and representatives of civil society organisations in the initial stages of the action. Ensure that all curricula and materials developed are inclusive and do not create barriers to equal participation. Work with training institutions and the private sector to raise awareness.

### Lessons Learnt:

Effective communication is fundamental for the success of complex projects as evidenced by RETFOP, where the lack of a structured model made information sharing and coordination difficult. Local ownership of the processes is crucial, externalisation of the project and a weak interaction with local entities may compromise the sustainability of the results. The integration of cross-cutting issues such as gender equality and green jobs can significantly increase the positive impact of EU-funded projects, although not adequately addressed in the previous period. Robust monitoring and evaluation systems are essential to identify shortcomings and adjust project implementation in real time, something that was yet again lacking in the previous phase making it difficult to track progress. All actions should focus on capacity building at the local level to ensure that the different actors have the skills and resources needed to maintain the results after the intervention ends. RETFOP stakeholders manifested that the project was too ambitious in the sense that it was conceived to intervene in too many topics which decreased the effectiveness of the project. Also, RETFOP stakeholders at the beneficiary ministries argue that experts at implementing entities (from EU member states or other) have learnt more about the TVET system than themselves. To address this issue, they suggest that civil servants should be more involved in the implementation of the activities to really build their capacity (i.e., learning by doing instead of being recipients of trainings and so on). On a positive note, RETFOP set up PAME, a successful programme that supported 229 young micro-entrepreneurs through a public-private partnership that involved the INEFOP and the microcredit agency Kixicredito. Through the programme, the young micro-entrepreneurs were selected according to specific criteria, and they benefitted from incubation services and from a microcredit to create or expand a micro-business. The programme was successful as the greatest part of the micro-entrepreneurs reimbursed the loan. The programme showed several lessons: microcredits have the potential to create jobs; public-private partnership can be fruitful; the more experience beneficiaries had in business management, the better responded. A lesson learnt is that beneficiaries without experience in business management should benefit from more mentoring and incubation to increase their chances to succeed. PAME's lessons learnt are adopted in component 4 of this Action.

## 3.5 The Intervention Logic

The underlying intervention logic for this action is as follows.

**For Specific Objective 1, IF:** the institutional capacity, at central and local level, to manage the TVET system, including the identification of skills needs of the labour market taking into account promotion of the green and circular economy and building climate resilience, is enhanced, AND the capacities of the relevant Ministries to develop and implement the National System for Qualifications for the priority professional families for green growth and economic diversification in coordination with the private sector are strengthened, AND the capacities of the relevant Ministries to define the Skills Recognition, Validation and Certification (RVCC) model in alignment with professional families are strengthened;

AND, if the following conditions are met:

- The government remains committed to support TVET.
- The data available is relevant, sufficient and reliable.
- Ministries and stakeholders are willing to work together in a coordinated way.
- The qualifications system is known and stakeholders acknowledge its relevance and usefulness.
- The private sector is actively involved in the development of the National System for Qualifications.

THEN Specific Objective 1 (Strengthen the TVET governance) can be achieved.

**For Specific Objective 2**, IF: the TVET reference centres' network are strengthened and equipped based on public-private collaboration, AND the capacities to align the TVET qualifications (certifications and diplomas), the competencies established in the National System for Qualifications and the needs for a green and circular economy are strengthened, AND the technical and pedagogical skills of teachers, trainers, managers, inspectors, supervisors, curricula technicians and companies' tutors are enhanced in alignment with the TVET system's needs;

And if the following conditions are met:

- The centres are selected with clear criteria and have high potential for public-private partnerships.
- There is a commitment between the centres and the companies.
- The Administration agrees to give greater management autonomy to technical centres and schools.
- The private sector's interest in investing in the network is confirmed.
- The required budget is available for consumables and maintenance of the training equipment.
- MED and MAPTSS adopt the qualifications system to define their curricula.
- All players are willing to work together to increase TVET training offer, especially companies.
- Teachers see their training recognised.

THEN Specific Objective 2 (Improve the quality of training on key economic sectors in the context of Angola's green growth and economic diversification agenda - agriculture, transport, renewable energies, fisheries, tourism, services, green and circular economy - with a focus on the Lobito Corridor) can be achieved.

**For Specific Objective 3**, IF: the capacities of the employment centres and trainers of the vocational training centres and technical schools to provide professional and vocational guidance, with special attention to women, people with disabilities and persons in vulnerable situations, are strengthened, AND INEFOP Employment Centres' provision of labour market intermediation services is improved;

And, if the following conditions are met:

- INEFOP remains interested in improving labor intermediation services.
- Active labor market policies are a priority for the government.
- Companies trust the intermediation possibilities of public employment services.

THEN Specific Objective 3 (Improve access to employment services and job opportunities for young people, with a focus on those with low academic literacy and the unemployed, with special attention to the needs of women, people with disabilities and other persons in vulnerable situations) can be achieved.

**For Specific Objective 4**, IF the entrepreneurial promotion ecosystem linked to TVET is reinforced, actively involving government entities, private sector and civil society organisations, AND access to sustainable and green financing for small business is improved.

And if the following conditions are met:

- Establish public policies to support entrepreneurship in strategic sectors, including a green and circular economy.
- Financial institutions commit to financing.
- The access time to entrepreneurship services is reasonable and the processes are agile.

THEN Specific Objective 4 (Increase entrepreneurship in strategic economic sectors with special attention to those that respond to the needs of the development of the Lobito Corridor) can be achieved.

And, if the following assumptions are met at the result level:

- The government's commitment to developing human resources and the National System for Qualifications continues.
- Stakeholders remain interested in developing the Lobito Corridor.
- An ongoing monitoring and evaluation system is implemented.

THEN the **IMPACT** (To decrease the gap between the availability of qualified individuals and the demand of the job market in priority economic sectors, in line with Angola's green growth and economic diversification agenda) can be achieved.

BECAUSE at the international level, it has been shown that TVET does not produce jobs, but enables people to acquire the skills to enter, maintain and improve their employment and, to this end, the TVET system requires the main axes to be included in this new action, including social dialogue, the alignment of public policies, regulatory frameworks, financing, quality, governance, information, entrepreneurship and attention to the most vulnerable population.

### 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 (a): Main expected results (maximum 10)	Indicators (a): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
<b>Impact</b>	Decreased gap between the availability of qualified individuals and the demand of the job market in priority economic sectors, in line with Angola's green growth and economic diversification agenda	1. Number of weeks for a jobseeker to a) find a job after having received support from the EU-funded intervention, disaggregated by sex, age, disability status (GAP III indicator), income level, province, urban/rural.  2. Number of weeks for a jobseeker b) create a job for himself/herself after having received support from the EU-funded intervention, disaggregated by sex, age, disability status (GAP III indicator), income level, province, urban/rural.	1. To be determined in the inception phase  2. To be determined in the inception phase	1. To be determined in the inception phase  2. To be determined in the inception phase	INE quick information sheet and Angola Employment Survey (IE)	<i>Not applicable</i>
<b>Outcome 1</b>	Strengthened TVET governance.	1.1 Number of new public-private partnerships within TVET.  1.2 Number of active provincial and local committees of the public-private dialogue mechanism for TVET.  1.3 Number of organisations (business associations, trade unions and professional associations) involved in the dialogue with the TVET System	1.1 0 (2024)  1.2 0 (2024)  1.3 0 (2024)	1.1 15  1.2 12 (2030)  1.3 20 (2030)	1.1 Progress reports for the EU-funded intervention  1.2 Progress reports for the EU-funded intervention  1.3 Progress reports for the EU-funded intervention	Coordination mechanisms ensure that efforts and responsibilities are aligned and that communication between stakeholders is effective and legal. The availability of strong institutional support and an appropriate legal framework can guarantee the formalisation and efficient functioning of public-private partnerships.

		<p>1.4 Number of Qualifications added to the National Catalogue of Qualifications for the priority professional families for green growth and economic diversification</p> <p>1.5 Extent to which a digital competences framework is developed</p> <p>1.6 Number of users of the RVCC system created by the EU-funded intervention (disaggregated by age, sex and disability status)</p>	<p>1.4 17 (2024)</p> <p>1.5 Not developed (2024)</p> <p>1.6 0 (2024)</p>	<p>1.4 40 (2030)</p> <p>1.5 Developed (2030)</p> <p>1.6 100 (2030)</p>	<p>1.4 Progress reports for the EU-funded intervention</p> <p>1.5 Progress reports for the EU-funded intervention</p> <p>1.6 Progress reports for the EU-funded intervention</p>	
<b>Outcome 2</b>	Improved the quality of training on key economic sectors in the context of Angola's green growth and economic diversification agenda - agriculture, transport, renewable energies, fisheries, tourism, services, green and circular economy - with a focus on the Lobito Corridor	<p>2.1 Number of people benefiting from EU-supported TVET/skills development interventions for skills by sector (disaggregated by gender, province, urban/rural, age, disability status) (GAP III indicator, income level). (GERF 2.14)</p> <p>2.2 Percentage of secondary education students enrolled in TVET courses (disaggregated by sex, Rural/Urban and, household income level, disability status)</p> <p>2.3. Number of individuals trained by the EU-funded intervention with increased knowledge and/or skills on Sustainable Consumption and Production (SCP) practices, Circular Economy, and Climate Change, disaggregated by sex, age group, and sector.</p> <p>2.4 Number of courses aligned with the competencies and learning outcomes set out in the existent qualifications.</p>	<p>2.1 0 (2024)</p> <p>2.2 To be determined in the inception phase</p> <p>2.3 To be determined in the inception phase</p> <p>2.4 0 (2024)</p>	<p>2.1 10 000 (2030)</p> <p>2.2 To be determined in the inception phase</p> <p>2.3 To be determined in the inception phase</p> <p>2.4 30 (2030)</p>	<p>2.1 Progress reports for the EU-funded intervention</p> <p>2.2 Progress reports for the EU-funded intervention</p> <p>2.3 Progress reports for the EU-funded intervention</p> <p>2.4 Progress reports for the EU-funded intervention</p>	<p>The Angolan government maintains a strong commitment to improving the quality of technical and vocational education and training (TVET), in line with the development needs of the Lobito Corridor.</p> <p>Government policies and reforms support and facilitate the implementation of improvements in TVET.</p> <p>Private sector participation Companies in the agriculture, transport, logistics, renewable energy and services sectors are willing to collaborate with VET institutions to offer internships, practical training and technical support.</p> <p>There is a favorable environment for public-private partnerships that promote the integration of labour market needs into VET curricula.</p> <p>Institutional capacity Vocational education and training institutions have the administrative and technical capacity to implement improvements in the quality of training.</p> <p>Qualified and adequate human resources are available to provide up-to-date and relevant courses.</p> <p>Infrastructure and equipment The technical schools and vocational training centres have or will receive</p>

						the necessary equipment and infrastructure to offer high-quality training. and adequate Efficient logistics and maintenance plans are in place for the equipment allocation and maintenance. The consumables for technical training are budgeted.
<b>Outcome 3</b>	Improved access to employment services and job opportunities for young people, with a focus on those with low academic literacy and the unemployed, with special attention to the needs of women, people with disabilities and other persons in vulnerable situations	<p>3.1 Job placement rate in vulnerable groups who have found employment through employment services (disaggregated by sex, group, sector and province).</p> <p>3.2 Number of people that complete a vocational training module after receiving support from the EU-funded intervention (disaggregated by sex, group, sector and province).</p>	<p>3.1 0 (2024)</p> <p>3.2 0 (2024)</p>	<p>3.1 25% (2030)</p> <p>3.2 400 (2030)</p>	<p>3.1 Progress reports for the EU-funded intervention</p> <p>3.2 Progress reports for the EU-funded intervention</p>	<p>Coordination mechanisms ensure that efforts are aligned and that communication between stakeholders is effective and legal.</p> <p>The presence of strong institutional support and an appropriate legal framework can guarantee the formalisation and efficient functioning of public-private partnerships.</p>
<b>Outcome 4</b>	Increased entrepreneurship in strategic economic sectors with special attention to those that respond to the needs of the development of the Lobito Corridor	<p>4.1 Global Entrepreneurship Monitor (GEM) entrepreneurial activity rate (%)</p> <p>4.2 Number of businesses created after business development services provided by the EU-funded intervention (disaggregated by registration status (not registered, in process, fully registered), economic sector, age and sex of the owners)</p>	<p>4.1 53.40 (2024)</p> <p>4.2 0 (2024)</p>	<p>4.1 59 (2030)</p> <p>4.2 40 (2030)</p>	<p>4.1 Global Entrepreneurship Monitor (GEM) Angola</p> <p>4.2 Progress reports for the EU-funded intervention</p>	<p>Established public policies to support entrepreneurship in strategic sectors, including a green and circular economy.</p> <p>Financial institutions commit to financing.</p> <p>The access time to entrepreneurship services is reasonable and the processes are agile.</p>
<b>Output 1</b> <b>relating to Outcome 1</b>	Enhanced institutional capacity, at central and local level, to manage the TVET system, including the identification of skills needs of the labour market taking into account promotion of the green and circular economy and building climate resilience	<p>1.1.1 Number of analyses per year realised on the labour market professional qualifications with the support of the EU-funded intervention</p> <p>1.1.2 Number of civil servants working on TVET trained/coached in planning, management, monitoring, and evaluation of TVET</p>	<p>1.1.1 0 (2024)</p> <p>1.1.2 0 (2024)</p>	<p>1.1.1 1</p> <p>1.1.2 40 (2030)</p>	<p>1.1.2 Progress reports for the EU-funded intervention</p> <p>1.1.2 Progress reports for the EU-funded intervention</p>	
<b>Output 2</b> <b>Relating to Outcome 1</b>	Strengthened capacities of the relevant Ministries to develop and implement the National System for Qualifications for the priority professional families for green growth and economic	1.2.1 Number of approved qualifications in priority professional families created through a consultation process carried out within sectorial councils	1.2.1 0 (2024)	1.2.1 40 (2030)	1.2.1 Progress reports for the EU-funded intervention	



	diversification in coordination with the private sector					
<b>Output 3</b> <b>Relating to Outcome 1</b>	Strengthened capacities of the relevant Ministries to define the Skills Recognition, Validation and Certification (RVCC) model in alignment with professional families	<p>1.3.1 Level of development (%) of the RVCC model with the support of the EU-funded intervention.</p> <p>1.3.1 Number of users of the RVCC system (disaggregated by age, sex and disability status).</p>	<p>1.3.1 0 (2024)</p> <p>1.3.1 0 (2024)</p>	<p>1.3.1 100 (2030)</p> <p>1.3.1 100 (2030)</p>	<p>1.3.1 Progress reports for the EU-funded intervention</p> <p>1.3.1 Annual report of the National Institute for Qualifications</p>	
<b>Output 1</b> <b>relating to Outcome 2</b>	Strengthened and equipped TVET reference centres' network based on public-private collaboration	<p>2.1.1 Number of technical schools and vocational training centres supported by the EU-funded intervention with a self-sustainable management model and equipment.</p> <p>2.1.2 Student and teacher satisfaction (%) with the equipment and resources available (disaggregated by sex and disability status).</p> <p>2.1.3 Number of agreements between TVET centres and companies established with the support of the EU-funded intervention</p> <p>2.1.4 Number TVET centres in the Lobito Corridor integrated in the network with the support of the EU-funded intervention</p>	<p>2.1.1 0 (2024)</p> <p>2.1.2 0 (2024)</p> <p>2.1.3 0 (2024)</p> <p>2.1.4 0 (2024)</p>	<p>2.1.1 15 (2030)</p> <p>2.1.2 90 (2030)</p> <p>2.1.3 15 (2030)</p> <p>2.1.4 15 (2030)</p>	<p>2.1.1 Progress reports for the EU-funded intervention</p> <p>2.1.2 Progress reports for the EU-funded intervention</p> <p>2.1.3 Progress reports for the EU-funded intervention</p> <p>2.1.4 Progress reports for the EU-funded intervention</p>	
<b>Output 2</b> <b>relating to Outcome 2</b>	Strengthened capacities to align the TVET qualifications (certifications and diplomas), the competencies established in the National System for Qualifications and the needs for a green and circular economy	<p>2.2.1 Number of qualifications (certifications and diplomas) that meet the minimum quality requirements set out in the National System for Qualifications developed with the support of the EU-funded intervention</p> <p>2.2.2 Number of courses designed with the support of the EU-funded intervention in line with the private sector's needs and the with the competencies and learning outcomes set out in the National System for Qualifications</p>	<p>2.2.1 0 (2024)</p> <p>2.2.2 0 (2024)</p>	<p>2.2.1 50 (2030)</p> <p>2.2.2 50 (2030)</p>	<p>2.2.1 Annual report of the National Institute for Qualifications</p> <p>2.2.2 Annual report of the National Institute for Qualifications</p>	
<b>Output 3</b> <b>relating to Outcome 2</b>	Enhanced technical and pedagogical skills of teachers, trainers, managers, inspectors, supervisors, curricula technicians and companies' tutors in alignment with the TVET system's needs.	<p>2.3.1 Percentage of teachers and technicians participating in continuous professional development programmes set up by the EU-funded intervention (disaggregated by sex and disability status).</p> <p>2.3.2 Percentage of TVET directors and academic and administrative managers</p>	<p>2.3.1 0 (2024)</p> <p>2.3.2 0 (2024)</p>	<p>2.3.1 50</p> <p>2.3.2 To be determined in</p>	<p>2.3.1 Progress reports for the EU-funded intervention</p> <p>2.3.2 Progress reports for the EU-funded intervention</p>	

		<p>trained by the EU-funded intervention (disaggregated by sex and disability status).</p> <p>2.3.3 - Level of satisfaction (%) of teachers and managers with the training programmes received with the support of the EU-funded intervention (disaggregated by sex and disability status).</p>	2.3.3 0 (2024)	the inception phase 2.3.3 80 (2030)	2.3.3 Progress reports for the EU-funded intervention	
<b>Output 1</b> <b>Relating to Outcome 3</b>	Strengthened capacities of the employment centres and trainers of the vocational training centres and technical schools to provide professional and vocational guidance, with special attention to women, people with disabilities and persons in vulnerable situations	<p>3.1.1 Number of staff trained as mentors at employment centres, vocational centres and technical schools by the EU-funded intervention (disaggregated by sex).</p> <p>3.1.2 Number of mentoring and professional counselling services, established by the EU-funded intervention at vocational training and technical schools.</p> <p>3.1.3 Number of agreements with organisations and companies providing resources and scholarships, supported by the EU-funded intervention</p> <p>3.1.4 Number of people benefiting from grants from the EU-funded intervention (by type of grant, sex, group, sector and province).</p>	<p>3.1.1 0 (2024)</p> <p>3.1.2 0 (2024)</p> <p>3.1.3 0 (2024)</p> <p>3.1.4 0 (2024)</p>	<p>3.1.1 80 (2030)</p> <p>3.1.2 20 (2030)</p> <p>3.1.3 To be determined at the inception phase</p> <p>3.1.4 400 (2030)</p>	<p>3.1.1 Progress reports for the EU-funded intervention</p> <p>3.1.2 Progress reports for the EU-funded intervention</p> <p>3.1.3 Progress reports for the EU-funded intervention</p> <p>3.1.4 Progress reports for the EU-funded intervention</p>	
<b>Output 2</b> <b>Relating to Outcome 3</b>	Improved INEFOP Employment Centres' provision of labour market intermediation services	<p>3.2.1 Number of new tools and functionalities developed with the support of the EU-funded intervention</p> <p>3.2.2 Number of employment centres' staff trained by the EU-funded intervention in job matching (disaggregated by sex).</p>	<p>3.2.1 0 (2024)</p> <p>3.2.2 0 (2024)</p>	<p>3.2.1 To be determined at the inception phase</p> <p>3.2.2 80 (2030)</p>	<p>3.1.2 Progress reports for the EU-funded intervention</p> <p>3.3.2 Progress reports for the EU-funded intervention</p>	
<b>Output 1</b> <b>Relating to Outcome 4</b>	Reinforced entrepreneurial promotion ecosystem linked to TVET, actively involving government entities, private sector and civil society organisations.	<p>4.1.1 Number of start-up incubators, co-working spaces, accelerations, and scale-up programs created and supported by the EU-funded intervention (disaggregated by type and by newly-created vs. supported)</p> <p>4.1.2 Number of individuals trained by the EU-funded intervention with increased knowledge and/or skills for entrepreneurship or financial education (disaggregated by sex, population group, disability status, migration status, employment status, age)</p>	<p>4.1.1 0 (2024)</p> <p>4.1.2 0 (2024)</p>	<p>4.1.1 To be determined at the inception phase</p> <p>4.1.2 To be determined at the inception phase</p>	<p>4.1.1 Progress reports for the EU-funded intervention</p> <p>4.1.2 Progress reports for the EU-funded intervention</p>	

		4.1.3 Number of youth and student innovation competitions supported by the EU-funded intervention	4.1.3 0 (2024)	4.1.3 To be determined at the inception phase	4.1.3 Progress reports for the EU-funded intervention	
		4.1.4 Number of entrepreneurship support organisations supported by the EU-funded intervention	4.1.4 0 (2024)	4.1.4 To be determined at the inception phase	4.1.4 Progress reports for the EU-funded intervention	
<b>Output 2 Relating to Outcome 4</b>	Improved access to sustainable and green financing for small business	4.2.1 Number of companies (new and existing) completing training by the EU-funded intervention for accessing financing (disaggregated by lead's income level, sex, age, disability status, area of the head residence).	4.2.1 0 (2024)	4.2.1 50 (2030)	4.2.1 Progress reports for the EU-funded intervention	
		4.2.2 Number of mechanisms set up with the support of the EU-funded intervention to facilitate access to financing for small businesses (disaggregated by provincial and national level)	4.2.2 0 (2024)	4.2.2 To be determined at the inception phase.	4.2.2 Progress reports for the EU-funded intervention	
		4.2.3 Number of green finance products developed and implemented with the support of the EU-funded intervention	4.2.3 0 (2024)	4.2.3 To be determined at the inception phase.	4.2.3 Progress reports for the EU-funded intervention	
		4.2.4 Number of promotional campaigns on access to finance opportunities and services with the support of the EU-funded intervention	4.2.4 0 (2024)	4.2.3 To be determined at the inception phase	4.2.4 Progress reports for the EU-funded intervention	

## 4 IMPLEMENTATION ARRANGEMENTS

### 4.1 Financing Agreement

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

### 4.2 Indicative Implementation Period

The indicative operational implementation period of this Action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 84 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

### 4.3 Implementation of the Budget Support Component

N/A

### 4.4 Implementation Modalities

The Commission will ensure that the EU rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures<sup>40</sup>.

#### 4.4.1 Indirect Management with an entrusted entity(ies)

A part of this Action may be implemented in indirect management with one or more entities, which will be selected by the Commission's services using the following criteria:

- a) recognised experience and expertise in the area of TVET;
- b) recognised experience and expertise in the area of institutional capacity building and economic development;
- c) recognised experience and expertise in the area of entrepreneurship promotion, access to finance for small and medium enterprises, employment services, and public-private dialogue promotion;
- d) it has an approach that focuses on strengthening local capacity and ensuring long-term sustainability.

The implementation by this entity(ies) entails

- Specific objective 1: Strengthen the TVET governance;
- Specific objective 3: Improve access to employment services and job opportunities for young people, with a focus on those with low academic literacy and the unemployed, with special attention to the needs of women, people with disabilities and other persons in vulnerable situations;
- Specific objective 4: Increase entrepreneurship in strategic economic sectors with special attention to those that respond to the needs of the development of the Lobito Corridor.

#### 4.4.2 Contribution to the Africa Investment Platform

This contribution may be implemented under indirect management with the entities, called Lead Finance Institutions, identified in the appendix 2 to this Action Document.

The implementation entails Specific objective 2: Improve the quality of training on key economic sectors in the context of Angola's green growth and economic diversification agenda - agriculture, transport, renewable energies, fisheries, tourism, services, green and circular economy - with a focus on the Lobito Corridor.

<sup>40</sup> [www.sanctionsmap.eu](http://www.sanctionsmap.eu). Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

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

If negotiations with entrusted entities, as specified in 4.4.1 fail, this Action may be implemented for the concerned objective(s) in direct management mode through grants.

(a) Purpose of the grant(s):

The grant(s) will contribute to Specific Objectives 1, 3 and 4.

(b) Type of applicants targeted:

The type of applicants targeted for funding are legal entities of (international) non-profit making Non-Governmental Organisations (NGOs) or assimilated Civil Society Organisations, or respective networks, platforms or federations or International Organisations and Agencies.

#### 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 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 based on urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where the 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

<b>Indicative Budget components<sup>41</sup></b>	<b>EU contribution (amount in EUR)</b>
<b>Implementation modalities</b> – cf. section 4.4	
<b>Specific Objective 1</b> “Strengthen TVET governance” composed of	
Indirect management with an entrusted entity(ies) cf. section 4.4.1	4 500 000
<b>Specific Objective 2</b> “Improve the quality of training on key economic sectors in the context of Angola's green growth and economic diversification agenda - agriculture, transport, renewable energies, fisheries, tourism, services, green and circular economy - with a focus on the Lobito Corridor” is composed of	
Contribution to the Africa Investment Platform cf. section 4.4.2	21 000 000
<b>Specific Objective 3</b> “Improve access to employment services and job opportunities for young people, with a focus on those with low academic literacy and the unemployed, with special attention to the needs of women, people with disabilities and other persons in vulnerable situations” composed of	
Indirect management with an entrusted entity(ies) – cf. section 4.4.1	8 500 000
<b>Specific Objective 4</b> “Increase entrepreneurship in strategic economic sectors with special attention to those that respond to the needs of the development of the Lobito Corridor” composed of	
Indirect management with an entrusted entity- cf. section 4.4.1	8 500 000
<b>Evaluation</b> – cf. section 5.2	500 000

<b>Audit</b> – cf. section 5.3	
<b>Totals</b>	43 000 000

#### 4.7 Organisational Set-up and Responsibilities

A steering committee, comprising representatives from the European Commission, key government counterparts, and main implementing entities, will oversee the strategic direction and progress of the Action. This committee will facilitate coordination across ministries and ensure alignment with national development objectives. A clear definition of responsibilities amongst the ministries benefiting from the Action will be agreed and outlined to promote ownership. The governance structure will actively include key stakeholders such as the private sector, youth, organisations of women, and groups representing vulnerable and marginalised populations. Reasonable accommodations will be provided to ensure the participation of persons with disabilities.

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, to enhance the visibility of the EU and its contribution to this action and ensure effective coordination.

#### 4.8 Pre-conditions

N/A

### 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(s) 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 the 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:

- The Action will guarantee ongoing learning and development by putting in place a strong Monitoring, Evaluation, and Learning Plan (MELP), which will help the project effectively adapt to new possibilities and obstacles. This strategy promotes an environment of transparency and accountability, which benefits Angola's TVET system and ensures long-term success.
- In alignment with the indicators listed in the logframe matrix, the Action's MELP will guarantee assessment and learning from the project's operations. This strategy calls for the definition of baseline data, methodical data gathering, and consistent reporting procedures managed by dedicated qualified professionals. The implementing partners, who will carry out surveys, gather data, and manage databases, are primarily in charge of data collecting and reporting.
- All monitoring and reporting shall assess how the Action is considering gender equality, human rights-based approach, and rights of persons with disabilities, including inclusion and diversity. Indicators will be disaggregated at least by sex (when possible, age and disability).
- The funding for these surveys will come from three sources: the Action's regular budget, budget lines set aside especially for this purpose, or outside funding provided by support measures.
- Implementing partners will make sure that data is timely collected at predetermined intervals, usually semi-annually and yearly, so that the project's indicators may be used to track success.



- Indicators shall be disaggregated at least by income (whenever possible). All monitoring and reporting shall assess how the action is taking into account inequality reduction.

Throughout the Action's lifecycle, there will be an involvement of local stakeholders, government agencies, private sector partners, and civil society organisations to guarantee active and meaningful stakeholder participation. Frequent stakeholder gatherings, feedback sessions, and interactive assessments will be held to guarantee accountability and integrate a variety of viewpoints. Public reports, community forums, and online platforms are the mechanisms that will be employed to provide transparency and give stakeholders updates on the status and results of the Action.

## 5.2 Evaluation

Having regard to the nature of the Action, a mid-term and final evaluation will be carried out for this Action or its components via independent consultants.

It will be carried out for problem-solving and learning purposes, in particular concerning the implementation of the activities and the achievement of the expected results. A 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 the Education System and the Technical Training are subject to a continuous redesign and modelling to respond to the labour market needs.

In addition, all evaluations 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 and disability inclusion. Expertise on human rights, gender equality and disability will be ensured in the evaluation teams.

The Commission shall inform the implementing partner at least 15 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 evaluations shall assess to what extent the action is taking into account inequality reduction as well as how it impacts the most vulnerable (bottom 40% and socio-economically disadvantaged individuals). Expertise on inequality reduction will be ensured in the evaluation teams.

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

## 5.3 Audit and Verifications

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

# 6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

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

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

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing

Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

## Appendix 1 REPORTING IN OPSYS

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

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

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

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

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

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

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

<b>Action level (i.e. Budget Support, blending)</b>		
<input checked="" type="checkbox"/>	Single action	Present action: all contracts in the present action

## APPENDIX 2: List of eligible Lead Finance Institutions

AECID (Agencia Española de Cooperación Internacional al Desarrollo, Spain)

AFD (Agence française de développement, France)

BIO (Belgian Investment Company for Developing Countries, Belgium)

CDP (Cassa Depositi e Prestiti S.p.A., Italy)

DEG (German Investment Cooperation, Germany)

EIB (European Investment Bank)

KfW (Kreditanstalt für Wiederaufbau, Germany)

COFIDES (Compañía Española de Financiación del Desarrollo, Spain)

FMO (Nederlandse Financierings-Maatschappij voor Ontwikkelingslanden, The Netherlands)

PROPARCO (Groupe agence française de développement, France)

SIMEST (Società italiana per le imprese all'estero, Italy)

SOFID (Sociedade para o Financiamento do Desenvolvimento, Portugal)

AfDB (African Development Bank)

The World Bank Group