



EN

This action is funded by the European Union

ANNEX 4

of the Commission Implementing Decision on the Annual Action Programme 2018 of the DCI Pan-African Programme to be financed from the general budget of the European Union

Action Document for the AU-EU Skills for Youth Employability Programme

INFORMATION FOR POTENTIAL GRANT APPLICANTS

WORK PROGRAMME FOR GRANTS

This document constitutes the work programme for grants in the sense of Article 110(2) of the Financial Regulation in the following section concerning calls for proposals: 5.4.3. The call for proposals may be launched under a suspensive clause of the adoption of this Decision.

1. Title/basic act/ CRIS number	AU-EU Skills for Youth Employability Programme CRIS number: DCI/PANAF/041-286 financed under the Development Cooperation Instrument (DCI)	
2. Zone benefiting from the action/ location	Pan-African The action shall be carried out at the following location: Africa.	
3. Programming document	Multi-Annual Indicative Programme (MIP) for the Pan-African Programme 2018-2020	
4. Sector of concentration/ thematic area	Investing in People – education, science, technology and skills development.	DEV. Aid: YES
5. Amounts concerned	Total estimated cost: EUR 91 000 000 Total amount of EU budget contribution: EUR 27 000 000 The contribution is for an amount of EUR 27 000 000 from the general budget of the European Union for 2018 This action is co-financed in joint co-financing by the German Federal Ministry for Economic Cooperation and Development (BMZ) for an indicative amount of EUR 64 000 000 <ul style="list-style-type: none"> • Component 1: BMZ for an indicative amount of EUR 55 000 000 • Component 2: BMZ for an indicative amount of EUR 9 000 000 	
6. Aid modality and implementation modalities	Project Modality <ul style="list-style-type: none"> • Component 1: indirect management by KfW Entwicklungsbank • Component 2: indirect management by GIZ (Gesellschaft für Internationale Zusammenarbeit) • Component 3: Direct management by European Commission's Directorate-General for Education and Culture (DG EAC) through cross-sub-delegation, call for proposals. 	

7.a) DAC codes	11330 - Vocational training 11430 - Advanced technical and managerial training 16020 - Employment policy and administrative management			
b) Main Delivery Channel	<ul style="list-style-type: none"> • Components 1 and 2: 10000 - Public Sector Institutions • Component 3: 42001- European Commission 			
8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective
	Participation development/good governance	<input type="checkbox"/>	x	<input type="checkbox"/>
	Aid to environment	x	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality (including Women In Development)	<input type="checkbox"/>	x	<input type="checkbox"/>
	Trade Development	x	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, Maternal, New born and child health	x	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Main objective
	Biological diversity	x	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	x	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	x	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	x	<input type="checkbox"/>	<input type="checkbox"/>
9. Global Public Goods and Challenges (GPGC) thematic flagships	N/A			
10. Sustainable Development Goals (SDGs)	Main SDG Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Secondary SDGs Goal 5: Achieve gender equality and empower all women and girls. Goal 8: Decent work and economic growth. Goal 12: Responsible Consumption and Production.			

SUMMARY

The action aims to improve occupational prospects of young Africans through the support of innovative, job-oriented skills development programmes. The specific objectives are i) to support market-oriented skills development through investments in innovative projects and stronger linkages with the private sector; ii) to strengthen capacities for evidence-based planning, promote multi-stakeholder engagement, and to promote comparability and transferability of competences by supporting regional/continental platforms for dialogue, sharing of best practices, and providing skills development products; iii) to improve the skills and competences of Technical and Vocational Education and Training (TVET) lecturers (teaching staff) and of students through the a pilot mobility initiative. The end beneficiaries of the programme will be young men and women of Africa. The action will contribute to the existing Skills Initiative for Africa (SIFA) programme of the African Union/New Partnership for Africa's Development (AU/NEPAD).

This action is in line with the priorities of the Joint Africa EU Strategy and the political declaration of 5th AU-EU Summit (§6): "[...] *Quality jobs require skilled people. We will deepen our collaboration and exchange in education, technology development, knowledge, skills, research and in development to respond effectively to the specific needs of our economies and launch innovative actions in the fields of Scientific, Technical and Vocational Education and Training and, youth employment and entrepreneurship, aiming at increasing the employability of young people. [...]*". This is also reflected in the Abidjan Action Plan under the strategic area 1 "Investing in People– education, science, technology and skills development".

The action will be implemented through indirect management by GIZ and KfW, and direct management by the Directorate-General for Education and Culture (DG EAC).

The action will contribute to the component 2.1. "*Skills for youth*" of the Multi-Annual Indicative Programme 2018-2020 of the Pan-African Programme

1 CONTEXT

1.1 Sector/Country/Regional context/Thematic area

Africa's young population is rapidly growing and expected to double to over 830 million by 2050. If properly harnessed, this increase in the working age population could support increased productivity and stronger, more inclusive economic growth across the continent. However, youth unemployment is a major concern for many African countries. Even though several countries in the continent registered fast economic growth over the past decades, this has not kept pace with the growing numbers of new job seekers. While 10 to 12 million youth enter the workforce each year, only 3 million jobs are created, leaving vast numbers of youth unemployed. According to the World Bank, youths account for 60% of all of Africa's jobless. Furthermore, an estimated 95 million young men and women in sub-Saharan Africa are uneducated and are either unemployed or engaged in poorly-paying precarious jobs. The large number of young people who are not in education, employment or training is not only an indication of the poor performance of national education and training systems but also a national security concern.

1.1.1 Public Policy Assessment and EU Policy Framework

Guided by the aspirations under the Agenda 2063 and the African Youth Charter, the African Union acknowledges the pivotal role of young people for Africa's socio-economic development and the imperative of education and skills development for that purpose. This was also reaffirmed in the 5th AU-EU Summit held in Abidjan, which called for putting in place mechanisms to promote youth development, the empowerment of women and the protection of girls so as to seize the advantage of the demographic dividend in Africa as opportunity for sustainable development.

Moreover, the "Continental education strategy for Africa" (CESA 2016-2025) calls for a paradigm shift towards transformative education and training systems to meet the knowledge, competencies, skills, research, innovation and creativity required to nurture African core values and promote sustainable development. The strategy envisages expanding opportunities for technical and vocational education at secondary and tertiary levels and strengthening the linkages between the world of work and education and training systems.

Furthermore, the Continental TVET Strategy aims at promoting skills acquisition through training which is responding to socio-economic processes demands to ensure employability, sustainable livelihoods, and responsible citizenship; and also build capacities to create and innovate anchored on a spirit of entrepreneurship. The strategy provides a unified framework that can serve as a continental platform around which member states, RECs, and other stakeholders will cluster to build coherent and integrated system for common quality

standards, and mutual recognition and harmonisation of training among countries, and across formal and informal systems.

The EU priorities in terms of knowledge and skills are fully in line with those priorities. As explained in the new European Consensus on Development¹, "ensuring access to quality education for all is a prerequisite for youth employability and long-lasting development". The EU is therefore committed to support inclusive life-long learning and equitable quality and job-oriented education, with a special attention to education and training opportunities for girls and women.

While there is a clear convergence of the policy priorities in this area, it is also a sector which is particularly conducive to sharing practices. In this regard, the coordination structures established under CESA and the TVET strategy could provide coherent platforms to ensure political ownership and guidance, at the same time creating opportunities for sharing best practices.

1.1.2 Stakeholder analysis

The end beneficiaries of the programme will be young men and women of Africa through increased access and improved quality of technical and vocational skills development services thereby improving their prospect for increased employment and/or job creation opportunities.

The success and impact of the action will depend on the involvement of key stakeholders. Most importantly, the African Union Commission (AUC) should avail the necessary political ownership and steering in line with the vision and objectives in the Agenda 2063, CESA, and the Continental TVET strategy. The AUC will also benefit from the capacity building support in order to better implement the continental TVET strategy. The Planning and Coordination Unit in NEPAD will also benefit from the capacity building support in order to effectively facilitate and coordinate the implementation of the programme.

As members of the TVET Cluster in the implementation of the Continental Education Strategy for Africa, the RECs will also play important role in capturing, dissemination and exchange of knowledge as well as policy and strategy development (including qualification frameworks and quality assurance on regional level).

Furthermore, it will be very crucial for the success of the action to foster collaboration with the private sector at all stages of the programme design and implementation. The private sector is expected to be involved in the components of the action through provision of skills development i.e. as applicant to the financing facility or involved in the VET mobility project (to enhance the development of work-based training into the training programmes) and generally to improve the employment-orientation of the skills development programmes, i.e. as key partners for training institutions.

Other stakeholders to be engaged include VET Providers (both in Africa and Europe), civil society organisations, think tanks and research organisations, teachers' unions, employers' associations, and other experts gathered as part of an AU "Continental TVET Expert Advisory Group".

NEPAD is currently implementing a flagship programme called Skills Initiative for Africa (SIFA) in partnership with the African Union Commission and the German Federal Ministry of Economic Cooperation and Development. SIFA financially supports innovative practically-oriented vocational training initiatives undertaken by international companies and associations. The Initiative encompasses (i) an AUC/NEPAD Financing Facility for Skills Development to promote innovative TVET approaches with the potential for regional dissemination (FC component) and (ii) institutional strengthening and capacity development

¹ OJ C 210 of 30.6.2017.

support to a) Human resources in science and technology (HRST) and NEPAD Planning and Coordinating Agency (NPCA) to strengthen their TVET steering and coordination capacities and b) to establish an Africa-wide Dialogue Platform to disseminate innovative TVET approaches/good practices at the continental level (TC component). Currently, the financing facility of SIFA covers five pilot countries (i.e. Tunisia, Nigeria, Kenya, South Africa and Cameroon) with potential for scale-up to additional countries. The action is expected to contribute to the implementation of this scale-up of the programme.

1.1.3 Priority areas for support/problem analysis

The action envisages three priority areas for support to be addressed through the interventions in the respective components:

Market-oriented skills development: The acquisition of employment relevant skills is a pre-requisite for young people to participate meaningfully in the economy towards the achievement of sustainable livelihoods and inclusive green growth. However, access to and quality of job-oriented skills development still remains a challenge. The outcome of skills acquisition shows gaps, where training and education at the secondary and post-secondary school do not guarantee a better rate of integration in the labour market. It is also evident that most of the entrants to the labour market lack the relevant skills required for decent employment and jobs.

This is due to the fact that the training and education systems are characterised by a significant lack of practical relevance and responsiveness to labour market needs, insufficient infrastructure and missing/outdated equipment. Moreover, the training and education systems do not equip learners to be job creators as the provision of entrepreneurship skills is not adequately integrated in the curriculum. The phenomenon of "unemployed graduates" is thus widespread, highlighting the mismatch between training and labour market demand for skills. Furthermore, coupled with poor private sector engagement, there are limited capacities to generate labour market information that could enable better planning and provision of vocational education and training.

Although there are examples of countries where a skills levy system provides additional sources of funding, professional skill-oriented training at secondary and post-secondary schools is usually more expensive and costly for learners and providers, respectively, thereby limiting access. Due to this, the majority of youngsters are dropping out and/or engaging in traditional apprenticeships, where the skills development is rather slow to embrace modern technological practices. This in turn inhibits the professional development further contributing to wastage of existing potentials, reduction in productivity and inability of employers to obtain the needed skills. The situation gets even more compounded for women and girls as certain professions and vocations are traditionally considered as reserved for men and hence they are not adequately represented in key productive sectors.

The challenge would, thus, be to revitalise the provision of vocational skills development through innovations aimed at improving quality, reducing costs and making the training more responsive to labour market needs with a view to improving the skills profile, employability and entrepreneurship of especially young men and women. This would require clear linkages with the private sector and industry.

Platforms for sharing best practices, policy dialogue, and capacity building: With limited research capacity, very little current information exists about TVET, including on policy and systems, the impact of TVET on development and poverty reduction, or the relationship between TVET and national and regional labour markets. Lessons learnt from EU funded vocational education projects in Africa reveal that there is weak institutional support, strategic planning and financial capacity to effectively implement national VET policies. The AU continental TVET strategy also recognised fragmented policy implementation structures often

leading to inefficient strategic planning. Moreover, several African countries have initiated innovative approaches intended to improve the TVET system. However, due to the lack of platforms these nationally tried and tested approaches have not been adequately disseminated.

Thus, it is imperative to put in place mechanisms for cross-regional and continental coordination to promote dialogue and knowledge exchange, initiate cooperation between business community and training providers, strengthen capacities – notably in data collection – for evidence based policy formulation and strategy development, and strengthening labour market information systems. It would also be crucial to engage policy makers, governments, AU and RECs, to develop common approaches and models for TVET, including on the need for mutual recognition of competences and comparability of VET qualifications.

VET Staff development: The delivery of job-oriented training depends on the quality of teaching-learning process which, in turn, is strongly influenced by the quality of teaching staff and depends on the possibility of students to gain and/or practice required skills in a real or simulated work environment.

The preparation of TVET teachers is largely based on the traditional teacher training programme that exists for general education, workplace exposure or industry training is not yet a structured part of TVET teacher training and many TVET teachers enter the classroom without the benefit of an industrial background, and having often lacked the opportunity to experience the world of work. Most countries provide some training opportunities for TVET teachers but continuing professional development is ad-hoc and refresher training does not take place on a regular basis. Managers of TVET also lack experience in organising work-based learning as part of the study programme. Thus, there is a need to enhance the technical and pedagogical skills of VET teachers, so as to also enable them to effectively review and modernise curricula and teaching methods in their institutes of origin but also expose managers to different ways of organising and managing learning.

2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
Lack of political will from AU and the Member States to support the action.	M	There is a need to capitalise on the existing momentum built with regard to the AU youth employment agenda. It would require bringing all relevant stakeholders, at national and regional level (including the AU, RECs) to participate actively in the implementation structures of the three components. There is also a need to close communication and feedback loops between NEPAD and AUC to ensure effective coordination at all stages of the programme design and implementation.
Low level of engagement and participation by the private sector and/or other non-state actors in the financing facility.	M	Efforts to raise awareness and disseminate information for potential applicants about the opportunities presented in the financing windows should be implemented. Moreover, capacity building support will be provided to potential applicants for funding including guidance on how to take into account special needs of women and girls.

Low level of engagement and participation by African VET providers in the EU-AU VET Mobility pilot project.	M	The Commission and implementing partners need to design information campaigns to reach as many VET providers as possible in the preparatory phase to disseminate information about the pilot project and enhance participation. Moreover, the existing AU structures and other project components can be used as channels to disseminate the information.
Lack of institutional capacity within the AUC and NEPAD hinders implementation of the programme.	H	Capacity building support will be provided to NEPAD, AUC, and other implementing agencies to ensure adequate implementation capacities. Moreover, the fund management team of the financing facility will also provide added capacity to execute the daily operations.
Delays in programme implementation.	M	For components 1 and 2, the operationalisation of the programme implementation structures has been completed and the EU co-financing action can make use of these structures. For Component 3, the Commission will proactively engage potential partners in the preparatory phase.
Assumptions		
<ul style="list-style-type: none"> - The factors driving economic growth in the continent continue with their current trend. - The AU and Member States retain the political will to promote the youth employment agenda. - The political and security situation remains stable. 		
<ul style="list-style-type: none"> - AU reform process guarantees no change of focus away from skills development and youth employment agenda. Moreover, the reforms are expected to clarify roles and responsibilities for better policy formulation and implementation between AU, the RECs and Member States. - A sufficient number and variety of European VET providers are interested in collaborating and offering an Erasmus type experience for TVET staff and students 		

3 LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

According to the Result Oriented Monitoring (ROM) report commissioned in 2015-2016, EU supported 23 Education and Vocational Training projects in sub-Saharan Africa, the largest recipients being Vocational Training projects, followed by Primary Education and Basic Services. The report indicated that "altogether the projects perform rather well and in spite of some difficulties", some of these projects had particularly succeeded in terms of multi-stakeholder participation and synergy. The effective involvement of partners and key stakeholders in the implementation of activities and monitoring has developed ownership and ensured sustainability. It was also indicated that projects dealing with professional training perform better when support is garnered from private companies and employer's organisations.

However, the report also revealed that some projects failed to adequately involve ministries or other relevant government agencies, which led to weak institutional support and implementation delays. It is noted that, "in order to maximise its relevance and quality of design, a project embedded in the Ministry structure performs better". This finding supports the assertion that actions need to have strong anchorage within the priorities of the policymakers so as to get sufficient political traction and implementation at the national level.

Thus, there must be a renewed focus on coordination and policy dialogue and policy implementation.

Moreover, the report indicated that many projects did not use the private sector potential sufficiently; professional training, pedagogical materials and practical work crucially need the private sector or companies to assess and validate the quality of the training. The report also alludes to the need to ensure sustainability of the interventions as there is over dependence on donor financing.

Some lessons learnt so far from the first year implementation of the Skills Initiative for Africa Programme include:

- Both HRST and NEPAD put the highest priority and attention on the project and topics related to skills development but are lacking sufficient staffing and capacities devoted to the topics.
- The NEPAD-led call for good practices generated over 250 good practice examples from across the continent and these are being taken up as important content on the skills portal being developed under the technical cooperation. Over 400 participants took part in the continental dialogue Africa Talks Jobs and the evaluation points to a very strong interest in knowledge exchange between regions, countries, stakeholders and economic sectors.
- The established partnership between AUC, NEPAD and Business Africa on continental level opens up for public private partnerships on various levels. These three bodies were the organisers of Africa Talks Jobs, and Business Africa facilitated 137 concrete commitments from national employers' associations and companies to invest in youth and partner with the education sector for increased quality and relevance of training.

The 2015 Study on TVET teacher education in Africa, commissioned by the Commission², provides a valuable insight into the challenges for the profession and in particular highlights the fact that there are few progression routes that stimulate the professional development of teachers, including industry experience and new skills.

The study points to the lack of systematic in-service pedagogy education for teachers to update and improve their teaching competences. It underlines the need for teacher-industry exchange, and for teacher placements to ensure that skills are in line with the latest developments in industry. The study recommends considering collaboration between TVET teacher training providers, TVET schools and industry. Innovative forms of formal and informal learning are necessary for the continued development of TVET teachers. The teachers experience should not only be used in the classroom but equally resonate in policy making and broader curriculum development for TVET students.

3.2 Complementarity, synergy and donor coordination

There are a number of skills development initiatives currently being implemented in Africa. There are also wide range of specialised tools and approaches developed by various agencies and multiple programme structures that the action could tap into.

The action envisages a coherent and complementary approach between its three components. For instance some of the best practices identified through the platforms under the technical cooperation component could potentially be implemented through financial support from the financing facility; and the technical cooperation could also provide capacity building for enhanced participation in the financing facility. The VET mobility project is also expected to

² http://ec.europa.eu/dgs/education_culture/repository/education/library/reports/tvet-africa-report_en.pdf

add to efforts under the other components in improving the quality of trainings offered; at the same time, the platforms and coordination structures in technical cooperation can also be utilised to foster collaboration and exchanges between African and European VET providers. Lessons learnt from the VET mobility project will feed into the next phase of the Erasmus programme post 2020 where it is proposed to open the actions in the field of VET to partner countries worldwide.

The action is also complementary to other ongoing actions supported by EU and/or EU Member States, such as the VET toolbox, which has been developed to improve labour market information systems and this can contribute to the skills forecasting and anticipation activities planned under the second component. Efforts will be exerted to avoid overlaps and inconsistencies between the two interventions. The action will offer platforms to share good practices and enhance coordination among these various projects, such as the "Africa talks jobs" conference held in 2017 under the SIFA programme.

Moreover, utmost efforts will be exerted to ensure synergy between country level TVET programmes supported by other partners such as the World Bank, USAID, and ILO, particularly such programmes as Youth Match. In terms of investments in skills development and fostering labour market linkages, the proposed action complements the "Jobs for Youth in Africa Programme" supported by the African Development Bank as well as EU Member States to create 25 million jobs and impact 50 million youth over the next decade.

Furthermore, it should be recognised that technical and vocational skills development contributes to achieving development objectives across different sectors. In this regard, the interventions proposed under this action are expected to complement to the objectives under different continental policies, including Common African Agriculture Development Programme (CAADP), Programme for Infrastructure Development in Africa (PIDA), Continental Free Trade Area (CFTA), etc.

Under the VET mobility project, the Commission can benefit from the structures that are already in place with its EU Member States under Erasmus+ (programme committee and working groups) and can, via this channel, reach out to key donors with similar programmes (such as the Africa-German Youth Initiative programme) to synergise efforts.

3.3 Cross-cutting issues

In line with the relevant EU policies, the action will integrate gender dimensions in particular in promoting access of young girls and women to technical and vocational skills development. Moreover, efforts will be made to ensure adequate representation of women and girls in the regional dialogue forums and processes for experience sharing. As part of the programme effectiveness, gender-monitoring indicators will be developed and implemented.

Access to good quality TVET and appropriate job opportunities are vital to reducing poverty, ensuring political stability, promoting sustainable development and enabling social participation. In this regard, the action will promote objectives on participatory development particularly the participation of young men and women in the development process.

Under the innovation window of the first component, efforts will be made to promote innovative projects of businesses promoting a green and low-carbon economy, particularly addressing sustainable agricultural practices and resource-efficient technology provided that they fulfil the competitive requirements for the call for proposals. Moreover, mainstreaming of environmental safeguards will be done to avoid supporting entrepreneurs and businesses leading to harmful activities.

4 DESCRIPTION OF THE ACTION

4.1 Objectives/results

The overall objective of the action is to improve occupational prospects of young Africans.

Its three components pursue complementary specific objectives:

- Component 1: "Skills Initiative for Africa" Financing facility: market oriented skills development is promoted in partnership with the private sector;
- Component 2: "Skills Initiative for Africa" Technical cooperation: Pan-African platforms for dialogue and sharing of best practices and databases strengthened;
- Component 3: "Pilot VET mobility project": improved professional development of VET teachers and managers, the skills of students and the quality of teaching and learning.

Expected outputs

Component 1: "Skills Initiative for Africa" Financing facility:

- Innovative VET projects with market-oriented study programmes, including entrepreneurship skills and with private sector cooperation mechanisms implemented;
- Innovative VET projects with ICT and technology-based education implemented;
- Innovative VET projects improving the apprenticeship practices and quality implemented;
- Innovative VET approaches and methods readied for replication/dissemination at regional/continental level.

Component 2: "Skills Initiative for Africa" Technical Cooperation

- Stronger continental dialogue platforms for learning, innovation, cooperation and mutual recognition of competences are established;
- Knowledgebase and inventory of best practices and VET products is established;
- Inventory of marketable skills and labour market information systems established;
- Capacities of AUC, RECs and national authorities for labour market forecasts and skills need anticipation systems are enhanced;
- Continental structures for promoting private sector involvement in VET are established;
- The mapping for and concept of the African Qualifications Framework is prepared;
- Capacities of AU and RECs to steer the continental and regional skills development and youth employment agenda are strengthened.

Component 3: "Pilot VET mobility project"

- Exchange programmes between African and European VET providers implemented;
- The knowledge, technical and pedagogical skills of VET teachers and managers is improved;
- The transversal, generic and subject specific skills of students are enhanced;
- Best practices, teachers' and students' inputs are integrated into curriculum and training reform in the participating schools;
- Improved quality of training offered by African VET providers.

This programme is relevant for the United Nations 2030 Agenda for Sustainable Development. It contributes primarily to the progressive achievement of SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; but also promotes progress towards SDG 5: Achieve gender equality and empower all women and girls; SDG 8: Decent work and economic growth; and SDG 12: Responsible Consumption and Production. This does not imply a commitment by the countries benefiting from this programme.

4.2 Main activities

Indicative activities under Component 1:

- Support innovative incubator projects that introduce new training methodologies, and cooperative approaches;
- Provide incentives and support activities to forge partnerships with stakeholders and mobilising public-private sector partnerships;
- Support to innovative projects on restructuring of traditional apprentice systems to make it more efficient and promote upward mobility and professional development of apprentices;
- Facilitate collaboration between training providers and industries to promote demand driven curriculum development and national internship programmes;
- Support to integration of ICT and technology-based teaching and learning methods;
- Support model TVET centres of excellence that can provide services at regional level;

Indicative activities under Component 2:

- Collect, compile and disseminate best practices and products, and facilitate knowledge exchange with different communities of practice;
- Support establishment of skills inventory and labour market information systems to analyse the supply and demand of skilled labour;
- Capacity building for member states, RECs, NEPAD on skills identification and anticipation methods, approaches and systems at national, regional, and sectoral level, as an integral part of labour market information systems;
- Follow-up on the scale-up of the Africa Talks Job conference format at the continental level;
- Facilitate and create matchmaking for private-public skills development initiatives;
- Support establishment of continental structures for promotion of private sector involvement in skills development;
- Provide advisory services for continuous development of TVET strategies;
- Support development of entrepreneurship promotion frameworks;
- Support the existing TVET Expert Group and TVET Clusters in driving the skills agenda, and validation of knowledge products;
- Support developing digital learning solutions as well as toolkits to enhance planning for job creation, and quality assurance of skills development and youth lead entrepreneurship;
- Support engagement with AU policy organs and Summits to sustain political commitment to the skills development agenda;
- Support engagement with policy makers to initiate preparatory activities for the development of African Continental Qualification Framework, including mapping of existing qualification frameworks, assess the state of play of work and lessons learnt from European Qualification Framework, and consultations with/between AU organs, RECs, and member states;
- Capacity strengthening of NEPAD and AUC through provision of technical advisors;

Indicative Activities under Component 3:

- Setting up the mobility arrangements by the consortium of African and European VET providers;
- Identifying the target groups of staff, managers and students, the areas where curriculum revision is required, development of training programme and learning outcomes and selection of participants;
- Development of individual action plans for the schools (management) and the teaching staff involved in the mobility upon return;
- Implementation of the mobility in the different EU Member States (in TVET schools and/or industry);
- Provide capacity building support for curriculum development and consultancy support for managers as a follow-up to the mobility;
- Development of new/revised training offer and contents based on the results of the exchange programmes;
- Document best practices from the exchange programmes for use to develop comprehensive VET mobility programme and potential opening of Erasmus+ to cover TVET sector in Africa;
- Dissemination at national, regional and continental level;
- Create and institute networks and partnerships for exchanges between African and European VET providers.

4.3 Intervention logic

The action is built on the following general theory of change:

If market-oriented and innovative approaches to skills development are supported through multi-stakeholder engagement and participation of the private sector (input), then it contributes to improving the quality and access to education and trainings (outputs) that equip the African youth with the necessary literacy and job readiness skills (outcomes); thereby creating conditions for increased income and resources to sustain productive and fulfilling lives (impact); because the existing vocational education and training systems in Africa require revitalisation in terms of new teaching methodologies, equipment and facilities, and enhanced capacity of VET staff.

It is now increasingly recognised that for the continent with the youngest populations in the world, it is imperative that adequate investments are made in innovation, in education and learning, including in the informal sector that holds value in the labour market, and prepares citizens for the world of work. This will help improve young peoples' ability to find jobs/create their own jobs, increase their productivity and facilitate their access to more productive jobs higher up the value chain.

Moreover, it is evident that there are many governments, as well as public and private organisations, that are already making huge efforts to enhance TVET at the local level and that have gained a wealth of experience. In light of an array of common challenges faced by African VET providers, these local experiences are of high value continent-wide. Unlocking this information would allow spill overs of experiences among countries and benchmarking of approaches against best practices. The regional approach proposed under this action ensures a process of communication and mutual learning and addresses challenges on a continental level.

Teaching the right skills is a key necessity for a sustainable growth strategy for the economy as a whole as skilled workforce goes hand in hand with economic growth through diversification and increased efficiency and sectoral competitiveness. Hence, a strong and institutional relationship between the VET system and the private sector is a necessary precondition for a successful VET system. In this regard, the action seeks to promote enhanced participation of the private sector and/or employers in the design and provision of vocational education and trainings, both as providers of VET and partners in internship programmes. This is expected to improve the quality of VET offered.

Developing market-oriented VET requires the availability of reliable labour market information enabling better informed decisions on VET planning and delivery. For this, the action envisages support to strengthen and consolidate existing databases and capacities for skills demand anticipation and forecasting to address the problem of skills mismatch. This will be done at national, regional and continental level. The skills forecasting and anticipation tools and databases will be piloted in target countries and mechanisms will be set up to continuously gather information and update the database. Based on the lessons from the pilot countries, the tools will be scaled up to additional countries/regions. In doing so, the action will seek to engage with European Training Foundation and ILO to make use of their well-developed tools and approaches to be tested and implemented in Africa. Also, the programme will engage with National and Regional Statistics Agencies.

The first two components of this action will contribute to the existing Skills Initiative for Africa Programme of the AU and German Federal Ministry for Economic and International Cooperation (BMZ) where EU will come in as a co-financing partner and this would, in turn, lead to the scale up of the programme scope. The third component will have separate project structure which will use the African Union umbrella on the one-hand and benefit from the EU Erasmus+ structures and ET 2020 structures already in place on the other hand.

The Financing Facility under the first component will provide funds for national/international private and public entities proposing pilot innovations to be tested and scaled up for implementation at broader scale with the perspective of improving the quality and promoting market-oriented skills development. The proposed innovative projects will go through a competitive selection process, including the criteria on track record and capacities of applicants and some projects may be selected based on criteria of strategic relevance. The financing window will be open to additional countries beyond the current pilots and this will be decided by the Steering Committee of SIFA. Whereas, Component 2 will have continental coverage and will be implemented through strategic selection of implementing partners, particularly in partnership with the European Training Foundation (ETF) on activities regarding education qualification frameworks; ETF and ILO on skills anticipation and forecasting activities. The pilot project under the third component will be implemented through a consortium to be constituted via a call for proposals. The countries targeted will ensure a balanced representation across the 5 regions and a balanced mix of least developed and more advanced countries which can share practices. Countries which have made recent commitments to reforming their systems, and also where the EU is providing support to the sector, will be included. The project will target a minimum of 10 countries and pilot a limited number of key priority disciplines/areas that will be jointly identified with the African Union Commission.

The Skills initiative for Africa programme is a home-grown initiative of the Africa Union grounded in the continental vision and policies aimed at promoting youth empowerment to harness the demographic dividend. This agenda is one of the top priorities of the AU and the member states and it is assumed that this momentum will be sustained over the programme implementation period.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is not foreseen to conclude a financing agreement with the partners.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.2 will be carried out and the corresponding contracts and agreements implemented, is 54 months from the date of adoption by the Commission of this Action Document.

Extensions of the implementation period may be agreed by the Commission's authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute technical amendments in the sense of point (i) of Article 2(3)(c) of Regulation (EU) No 236/2014.

5.3 Implementation of the budget support component

N/A.

5.4 Implementation modalities

Both in indirect and direct management, the Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures affecting the respective countries of operation .

5.4.1 Indirect management with Kreditanstalt für Wiederaufbau (KfW)

A part of this action, the Financing Facility component 1, may be implemented in indirect management with KfW.

This implementation entails the management of the Financing Facility to promote innovative TVET approaches with the potential for regional dissemination.

This implementation is justified in view of KfW's long standing collaboration with African countries and the AU at the continental level, and experience in the implementation of other education and training projects and relevant administrative and operational capacities. KfW is currently managing the financial window of the SIFA initiative.

The entrusted entity would carry out the following budget implementation tasks: facilitate the implementation of the programme through contracting, making payments, following up on financial management and internal control of the funds. Particularly KfW will have the responsibility to set up the fund management team (through service contract), follow up on the functioning of the team, making payments based on the vetting/assessment results of the team and decision by the investment committee on the selection of the projects. The financial management and all procurements will be done using the procedures of KfW.

5.4.2 Indirect management with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

A part of this action, the Technical Cooperation component 2, may be implemented in indirect management with GIZ.

This implementation entails institutional strengthening and capacity development support to the African Union Commission and NEPAD to strengthen their TVET steering and coordination capacities and to establish an Africa-wide Dialogue Platform to disseminate innovative TVET approaches / good practices at the continental level.

This implementation is justified in view of GIZ's solid expertise and experience in the TVET sector in Africa and long standing collaboration with African countries and the AU at the continental level, and other relevant administrative and operational capacities. GIZ is currently managing the technical component of the SIFA initiative.

The entrusted entity will carry out the following budget implementation tasks: facilitate the implementation of the programme through contracting, making payments, following up on financial management and internal control of the funds. The financial management and all procurements will be done using the procedures of GIZ.

The entrusted international organisation is currently undergoing an ex-ante assessment. The Commission's authorising officer responsible deems that, based on the compliance with the ex-ante assessment based on Regulation (EU, Euratom) No 1605/2002 and long-lasting problem-free cooperation, the international organisation can be entrusted with budget-implementation tasks under indirect management.

5.4.3 Grants: Call for proposals "EU-AU VET mobility project" (direct management by DG EAC)

(a) Objectives of the grants, fields of intervention, priorities of the year and expected results

In line with the objectives indicated in section 4.1, the purpose of the call for proposals (component 3 of this action) will be to enhance the capacity of VET providers in Africa by improving the skills and competences of VET teachers and managers. This will be achieved by promoting collaboration between organisations active in the field of vocational education and training (VET) and through mobility of staff (teachers and managers) and students, as well as training and capacity building activities as well as support to curriculum development and research assignments.

The grant will be awarded to a partnership (i.e. agreement between a group of participating organisations) which will organise and implement mobility between sending organisations which are in charge of selecting the VET learners/staff and sending them abroad and the receiving organisations which are in charge of receiving the foreign VET learners/staff and offering them a programme of activities. The sending organisations can also benefit from a training activity provided by VET staff.

The beneficiaries of the action will be:

- African VET organisations;
- staff in charge of VET (such as teachers, trainers, international mobility officers, staff with administrative or guidance functions) as well as other staff involved in the strategic development of the organisation and capacity building in Africa;
- apprentices or VET students resident in an African country;
- persons accompanying VET learners abroad.

It is expected that the activities will have the following results:

- the knowledge, technical, managerial and pedagogical skills of VET teachers and managers will be improved;
- the transferable, generic and subject specific skills of students will be enhanced and their input will be integrated into curriculum and training reform in the participating schools;
- quality of training offered by African VET providers will be improved.

(b) Eligibility conditions

In order to be eligible for a grant, the lead applicant must be:

- a public or private VET organisation (or subsidiary/branch) active in the field of vocational education and training (defined as a VET organisation) and legally registered in an European Union Member State;
- or**
- a legally registered consortium of public or private VET organisations registered in several European Union Member States.

If awarded the grant contract, the lead applicant will become the beneficiary identified as the Coordinator in the grant contract. It will coordinate the design and implementation of the action and will represent and act on behalf of the co-beneficiaries.

The lead applicant must act with partner organisations (co-applicants) which must comply with the following eligibility criteria:

- be legal entities registered in an European Union or an African Union Member State;
- be public or private organisations (or subsidiary/branches) active in the field of vocational education and training (defined as a VET organisation);
- be accredited by relevant national authorities;
- provide courses that lead to a qualification recognised by the competent authorities in their own country.

The lead applicant and its partner organisations must include at least 3 organisations from 3 different EU Member States and 10 African organisations covering the 5 African regions.

In addition, organisations active in the labour market or in the fields of education can be involved as intermediary organisations. They are partners in the project and can assist in better matching the apprentice/student profiles with the needs of the enterprises in cases of traineeships and to jointly prepare participants.

Other types of organisations (non-governmental organisations (NGOs), local authorities, Small and Medium Enterprises, etc.) from African Union or European Union Member States can be involved in the project as associated members.

Subject to information to be published in the call for proposals, the indicative amount of the EU contribution per grant is EUR 5 000 000 and the grant may be awarded to sole beneficiaries and to consortia of beneficiaries (coordinator and co-beneficiaries). The indicative duration of the grant (its implementation period) is 42 months.

(c) Essential selection and award criteria

The essential selection criteria are financial and operational capacity of the lead applicant.

The essential award criteria are relevance of the action to the objectives of the call; design, effectiveness, feasibility, sustainability and cost-effectiveness of the action.

(d) Maximum rate of co-financing

The maximum possible rate of co-financing for grants under this call is 100%.

If full funding is essential for the action to be carried out, the maximum possible rate of co-financing may be increased up to 100 %. The essentiality of full funding will be justified by the Commission's authorising officer responsible in the award decision, in respect of the principles of equal treatment and sound financial management.

(e) Indicative timing to launch the call:

Last quarter 2018. This call may be launched under a suspensive clause before the adoption of this Decision.

(f) Exception to the non-retroactivity of costs

N/A.

5.4.4 Procurement (direct management by DG EAC)

	Type (works, supplies, services)	Indicative number of contracts	Indicative trimester of launch of the procedure
Recruitment of external experts to assist the Evaluation Committee in the assessment of the proposals for the VET mobility project.	Services	5	Last trimester 2018

5.5 Scope of geographical eligibility for procurement and grants

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

The Commission's authorising officer responsible may extend the geographical eligibility in accordance with Article 9(2)(b) of Regulation (EU) No 236/2014 on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.6 Indicative budget

	EU contribution (in EUR)	Indicative BMZ contribution (in EUR)
5.4.1. Indirect management with KfW	14 000 000	55 000 000
5.4.2. Indirect management with GIZ	8 000 000	9 000 000
5.4.3. Call for proposals 'EU-AU VET mobility project' (Direct Management: DG EAC)	4 950 000	N.A.
5.4.4. Procurement (Direct Management: DG EAC)	50 000	N.A.
5.9. Evaluation	will be covered by another decision	N.A.
5.10. Audit	will be covered by another decision	N.A.
5.11. Communication and visibility	will be covered by the budget awarded in the respective contracts	will be covered by the budget awarded in the respective contracts
Totals	27 000 000	64 000 000

5.7 Organisational set-up and responsibilities

For Components 1 and 2, a Steering Committee comprising AUC, NEPAD, EU and BMZ will be set up. It will provide strategic guidance and decisions for the programme at the political level. The AUC, particularly, will provide high level guidance and orientation, including the decision on the selection of the countries targeted, and chairing of the continental dialogue platform. The Steering Committee will be assisted by an Operational

Committee that provides oversight on the daily operations of the programme. It shall consist of AUC, NEPAD, GIZ and KfW, the EU, ETF and the Fund Management Team on a technical level. It shall meet several times a year. Moreover, an Investment Committee shall also be set up mainly to validate and make decision for financing of innovative projects submitted by applicants to the financing window. It shall be comprised of AUC, NEPAD, and three African technical experts on skills development. An Advisory Board comprising one representative from the target countries, under the joint chairmanship of AUC, EU, and BMZ, will be set up. The Advisory Board will be regularly informed about the status of implementation of the action and provide political orientation and reports on the progress in the respective countries.

For Component 3, a Steering Committee will be set up comprising the EU, the AUC and the consortium which will be managing the mobility consortium. The daily operations are managed by the consortium directly through a management committee, which will seek input from the Steering Committee when required. An Advisory Board will be established and will include a representative from each country targeted, the RECs, and a small selected group of EU experts who will bring input from the EU experience. Arrangements for the Steering Committee meetings and Advisory Board meetings will be included in the project proposal.

The EU and the AUC will ensure adequate feedback and cohesion among the various components of the programme and with other existing structures such as the AU TVET Cluster group. The ETF will be invited to provide technical advice to the programme and join governing structures of the programme as appropriate.

5.8 Performance monitoring and reporting

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

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

5.9 Evaluation

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

The 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 action has a strong focus on innovations in technical and vocational skills development and would be needed to see the impact of these innovations. Moreover, the evaluation would be needed to take stock of the pilot VET mobility initiative.

The Commission shall inform the implementing partner at least three months in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all

necessary information and documentation, as well as access to the project premises and activities.

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

The financing of the evaluation shall be covered by another measure constituting a financing decision.

5.10 Audit

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

The financing of the audit shall be covered by another measure constituting a financing decision.

5.11 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation and included in the budget for the delegation agreement.

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

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

The implementing partners will include a specific plan for Communication and Visibility as part of their project activities which will be covered by the budget awarded in their respective contracts.

6 PRE-CONDITIONS

N/A

APPENDIX - INDICATIVE LOGFRAME MATRIX (FOR PROJECT MODALITY)

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

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall objective: Impact	To improve occupational prospects of young Africans	- OO 1: Share of African youth not in employment, Education or training, disaggregated by sex. (EU RF Level 1 # 15)	- <u>OO1</u> : TBD during the inception phase.	To be developed in line with the review of the programme module	- ILOSAT	- The factors driving economic growth in the continent continue with their current trend.
		- OO 2: Youth unemployment rate in Africa, disaggregated by sex.	<u>OO2</u> : 14.2% in Sub-Saharan Africa and 28.6% in North Africa and middle east	To be developed in line with the review of the programme module.	- World Employment and Social Outlook Report	- The AU and Member states retain the political will to promote the youth employment agenda. - The political and security situation remains stable.
Specific objective(s): Outcome(s)	1. "Skills Initiative for Africa" Financing facility: Market oriented skills development is promoted in	1.1: Number of innovative projects supported through the innovation financing window	1.1: TBD during the inception phase.	1.1: To be developed in line with the review of the programme module	The means of verification for the indicators under this objective are SIFA Programme	- Stronger engagement with the private sector, and/or employers is

	partnership with the private sector.	1.2: Number of innovative methods and approaches in VET readied for replication at regional level.	1.2: TBD during the inception phase.	1.2: To be developed in line with the review of the programme module	annual monitoring reports and NEPAD annual report.	ensured.
		1.3: Evidences of innovative TVET teaching and learning practices tested and implemented in the target countries.	1.3: TBD during the inception phase.	1.3: To be developed in line with the review of the programme module		
		1.4: Evidence of specific measures in place to facilitate access to skills development for women	1.4: TBD during the inception phase.	1.4: To be developed in line with the review of the programme module		
	2. "Skills Initiative for Africa" Technical cooperation: Pan-African platforms for dialogue and sharing of best practices and databases are strengthened	2.1: Status of establishment and usage of continental platforms for dialogue and sharing best practices. - -	2.1: TBD during the inception phase.	2.1: To be developed in line with the review of the programme module.	The means of verification for the indicators under this objective are SIFA Programme annual monitoring reports and NEPAD annual report.	- Regional organisations play an active role in regional dialogues and opening up their respective structures for use at continental level.
		2.2: Status of usage of model private-public partnership in VET by the target countries and RECs	2.2: TBD during the inception phase.	2.2: To be developed in line with the review of the programme module.		
		2.3: Evidence of increased capacities at the regional and national level for skills needs anticipation and forecasting.	2.3: TBD during the inception phase.	2.3: To be developed in line with the review of the programme module.		

		2.4: Evidence of increased capacities within AUC and NEPAD in steering the continental TVET strategy.	2.4: TBD during the inception phase.	2.4: To be developed in line with the review of the programme module.		
	3. EU-AU VET mobility project: improved professional development of VET teachers and managers, the skills of students and the quality of teaching and learning;	3.1: Status of introduction of improved TVET practices, curriculum reviews, and new teaching methodologies in the participating VET schools.	3.1: 0	3.1: At least all participating schools have evidence of at least one concrete improvement to practices and contents	3.1: - VET mobility project annual monitoring report - Website - Press articles	<ul style="list-style-type: none"> - Measures put in place to capacitate African VET providers to participate in the mobility project actively. - The Continental TVET Expert group and the TVET Cluster continue to provide oversight support to the project. - Monitoring and assessment systems of mobility are in place
		3.2: % of the students who are graduating with increased grades compared to those who have not taken part in mobility.	3.2: 0	3.2: 50%	3.2: - VET mobility project annual monitoring report - School exam statistics - Certification	
		3.3: % of the staff proposing new contents and methods as a result of participation.	3.3: 0	3.3: 50%	3.3: - VET mobility project annual monitoring report - School programme contents	

Outputs	1. "Skills Initiative for Africa" Financing facility 1.1 Innovative VET projects with market-oriented study programmes, including entrepreneurship skills and with private sector cooperation mechanisms implemented.	Number of innovative market oriented projects supported through the action.	0	Target for the outputs TBD during the inception phase.	The means of verification for the output indicators under this objective are SIFA Programme annual monitoring reports and NEPAD annual report.	
	Innovative VET projects with ICT and technology-based education implemented.	Number of ICT and Technology based innovative VET projects supported by the action.	0			
	Innovative VET projects improving the apprenticeship practices and quality implemented.	Number of projects supporting innovative apprenticeship practices implemented in the target countries.	0			
	Innovative VET approaches and methods readied for replication/dissemination at regional/continental level.	Number of innovative ideas prepared for replication at regional/continental level.	0			
	2. "Skills Initiative for Africa" Technical cooperation Stronger continental dialogue platforms for learning, innovation, cooperation and mutual recognition of competences are established.	Number of dialogue platforms supported by the action.	0	Target for the outputs TBD during the inception phase.	The means of verification for the output indicators under this objective are SIFA Programme annual	

	Knowledgebase and inventory of best practices and VET products is established.	Progress towards the establishment of skills inventory at national and regional level	TBD during inception phase		monitoring reports and NEPAD annual report.
		Number of VET best practices disseminated at regional/continental dialogue platforms.	TBD during inception phase.		
	Capacities of AUC, RECs and national authorities for labour market forecasts and skills need anticipation systems are enhanced	Progress towards the implementation of skills need anticipation and forecasting tools in the target countries	TBD during inception phase.		
		Evidence of enhanced capacities to update and continuously use the skills need anticipation and forecasting tools at national and regional level.	TBD during inception phase.		
	Continental structures for promoting private sector involvement in VET are established.	Number of public-private partnerships supported by the action.	0		
	The mapping for and concept of the African Qualifications Framework is prepared.	Progress towards the mapping of national and regional qualification frameworks.	0		
	Capacities of AU and RECs to steer the continental and regional skills development and youth employment agenda are strengthened.	Evidence of increased capacities within AUC and NEPAD to coordinate and implement the Continental TVET strategy.	TBD during inception phase.		

<p>3. EU-AU VET mobility project Exchange programmes between African and European VET providers are implemented.</p>	<p>Number of VET providers engaged in the mobility/exchange programme, (disaggregated by countries).</p>	0	TBD during inception phase.	VET mobility project annual monitoring report.	
	<p>The knowledge, technical, managerial and pedagogical skills of VET teachers and managers are improved.</p>	<p>Number of VET staffs trained and better qualified, disaggregated by sex, country origin, level of VET (secondary, intermediate)</p>	0	TBD during inception phase.	VET mobility project annual monitoring report Individual participants reports.
	<p>The transversal, generic and subject specific skills of students are enhanced.</p>	<p>Number of students undertaking a practical placement in the EU, disaggregated by sex, country origin, socio-economic background, level of VET (secondary, intermediate).</p>	0	TBD during inception phase.	VET mobility project annual monitoring report. Individual participants reports Certification
	<p>Best practices, teachers' and students' inputs are integrated into curriculum and training reform in the participating schools.</p>	<p>Number of programmes revised or newly introduced at participating schools</p>	0	At least two schools per priority area.	VET mobility project annual monitoring report School programmes
	<p>Improved quality of training offered by African VET providers</p>	<p>Number of schools adapting training offer to offer practical placements</p>	0	At least two schools per priority area.	VET mobility project annual monitoring report.