

EN



This action is funded by the European Union

ANNEX

of the Commission Decision on the Annual Action Programme 2016 in favour of the Republic of Angola to be financed from the 11th European Development Fund

Action Document for Revitalização do Ensino Técnico e da Formação Profissional (RETFOP)

1. Title/basic act/ CRIS number	RETFOP - Revitalização do Ensino Técnico e da Formação Profissional (Reviving Technical and Vocational Education and Training) CRIS number: AO/FED/038-134 financed under the 11 th European Development Fund	
2. Zone benefiting from the action/location	Angola The action shall be carried out in Luanda, where the project team will be based, and in six selected Provinces (Benguela, Huambo, Huíla, Luanda, Moxico and Uíge).	
3. Programming document	11 th EDF - National Indicative Programme (NIP) 2014-2020	
4. Sector of concentration/ thematic area	Focal Sector 1 - Technical and Vocational Education and Training (TVET) and Higher Education (HE)	DEV. Aid: YES
5. Amounts concerned	Total estimated cost: EUR 22 000 000 Total amount of EDF contribution: EUR 22 000 000	
6. Aid modality(ies) and implementation modality(ies)	Project Modality Indirect management with Camões I.P and France Expertise	
7 a) DAC code(s)	113 – Secondary Education (11320 – Secondary Education; 11330 – Vocational Training) – 85% 160 – Other Social Infrastructure and services (16062 – Statistical Capacity Building) – 15%	
b) Main Delivery Channel	13 000 - Third Country Government (Delegated co-operation)	

8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective	
	Participation development/good governance	<input type="checkbox"/>	<input type="checkbox"/>	X	
	Aid to environment	<input type="checkbox"/>	X	<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. SDGs	Goal 1 End poverty in all its forms everywhere Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Goal 5 Achieve gender equality and empower all women and girls Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all			

SUMMARY

The proposed project supports developing and modernising the two types of technical and vocational education and training (TVET) in Angola: Technical Vocational Education (TVE) and Vocational Training (VT).

Its **overall objective** is to contribute to the reduction of unemployment, especially among youth, by making human capital more employable and productive, which is a strategic objective the Government of Angola.

The project's **specific objectives** are: to strengthen the strategic management capacities of the relevant public institutions at central and local levels and reinforce coordination among them and with the private sector; to improve the quality and relevance of the curricula and qualifications provided by TVET and to facilitate and support the transition of TVET trainees to the labour market.

The specific objectives shall be attained through nine **expected results**, which stem from the main problems pointed to in the identification phase as the causes of the large deficits of

middle-managers, specialised technicians and skilled workers in strategic areas of national development.

The proposed action is fully in line with the National Development Plan 2013-2017 and the country's strategy for the sector and with the priorities set in the 2014-2020 NIP and the “EU-Angola Joint Way Forward” agreement, in which TVET has been identified as a priority area.

1 CONTEXT

1.1 Sector/Country/Regional context/Thematic area

The 2014-2020 National Indicative Programme (NIP) for Angola considers Technical and Vocational Education and Training (TVET) and Higher Education (HE) as one of the three focal sectors for EU cooperation during the current programming period. The present project focuses specifically on TVET and a second phase is foreseen to give continuity and consolidate processes initiated during this first stage, as well as to expand its geographical scope.

The analysis of the country's overall context carried out during programming and summarised in the NIP is recent and comprehensive. The main changes which have occurred since then are associated to the sharp and persistent fall of oil prices since mid-2014, which strongly affected public revenues and the financing of the economy, clearly exposing the negative impacts of the country's excessive dependency on oil revenues. This situation evidenced the need for a deeper and quicker economic diversification, which in turn calls for more qualified and skilled human resources, thus enhancing the relevance and opportunity of the proposed project face to the country needs and priorities.

Regarding the structure, composition and operation of the education sector and, more specifically, the TVET system, no significant changes have occurred since the preparation of the NIP. Nevertheless, complementary and more specific information and analysis on the TVET policy and legal framework, stakeholders, problems, structure and operation are provided in the next sections.

1.1.1 Public Policy Assessment and EU Policy Framework

According to the Basic Law for the Educational System, published in December 2001, the Angolan TVET system is composed of two different subsystems: the Technical Vocational Education (TVE), which is under the responsibility of the Ministry of Education (MED), and the Vocational Training (VT), which is under the responsibility of the Ministry of Public Administration, Labour and Social Security (MAPTSS).

TVE is included into the secondary formal education and is subdivided into two cycles: Basic Technical Education (BTE), with 3 years duration, which is accessible with the 6th grade compulsory education and provides a 9th grade equivalence; and Mid-level Technical Education, with 3 years duration, which is accessible with BTE or the 9th grade of general education and provides a 12th grade equivalence, thus allowing students to access HE.

VT is essentially aimed at further training and retraining young people and adults to promote and facilitate their integration into the labour market. It does not provide academic equivalences, but just vocational certification. VT courses are classified into 4 levels and have different durations, ranging from 3 to 9 months in the lower levels (I and II) and from 1 to 3 years in the higher (III and IV).

TVET policy in Angola is framed by different legal documents and largely acknowledge the utmost importance of human capital development for the country's development and economic diversification.

Taken together, these provide for a comprehensive, coherent and tightly knit framework of strategic, policy and programmatic guidelines for the interventions of the central and local governments' institutions responsible for the coordination, management, monitoring and evaluation of TVET, both in a long-term perspective and during the current legislature. Nevertheless, implementation of these policy and strategic guidelines has been hampered by different constraints, most of which are analysed in more detail in other sections of this AD.

Linkages between the two TVET subsystems are weak, hindering the full exploitation of potential complementarities and synergies. Among the causes for this situation, we highlight the lack of a single policy document embracing both subsystems and the fact that they are managed by two different Ministries. Though the preparation of a single policy document for TVET is not in the immediate Government's agenda, the fact that the Human Capital National Plan (PNFQ) is acting as a common "umbrella" for both subsystems may help minimise the problem.

Therefore, the Government assigns high political priority to human capital development and has established coherent policy guidelines to promote it. The relevant public institutions are committed to this objective and show appropriate ownership, especially at central level.

In this context, this action is conceived as a mechanism to support and facilitate the Government's TVET policy by addressing the above mentioned weaknesses in a comprehensive way and through an appropriate mix of studies, policy advice, capacity building and technical assistance activities. It is thus entirely aligned to and consistent with the Government strategies and policies.

As stated above, the proposed action is foreseen in the 2014-2020 NIP for Angola and frames into the "EU-Angola Joint Way Forward" agreement, which considers TVET a priority area. Furthermore, it is consistent with the EU's Development Policy, as set out in the "European Consensus on Development" and in the "Agenda for Change". More specifically, the European Commission's Communication "*A Stronger Role of the Private Sector in Achieving Inclusive and Sustainable Growth in Developing Countries*"¹ highlights the role of private sector as a key driver for inclusive and sustainable growth and emphasises the use of "*development cooperation with partner countries to strengthen national vocational education and training systems in line with labour market demands and skill needs*". The action approach is equally consistent with the EU's internal policy on developing TVET, which aims at improving the performance, quality and attractiveness of the system through joint initiatives of governments and business, vocational and labour associations.

Lastly, the action is also consistent with the Sustainable Development Goals (SDG) established in the UN 2030 Agenda for Sustainable Development, namely SDG 4 (*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*) and SDG 8 (*Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*).

1.1.2 Stakeholder analysis

The Human Capital National Plan (PNFQ) 2013-2020 is currently the main Government instrument to coordinate and guide multisector actions in the area of education and training of high- and mid-level managers, technicians and other responsible staff required by the on-going process of economic diversification. For that purpose its implementation is supervised by a specific Inter-Ministerial Commission for PNFQ Coordination (*CI-PNFQ - Comissão Interministerial de Coordenação do PNFQ*), which is led by the Minister of Public Administration, Labour and Social Security and includes other six relevant Ministers (Planning

¹ Communication "A stronger role of the private sector in achieving inclusive and sustainable growth in developing countries", COM(2014) 263 final.

and Territorial Development, Territorial Administration, Economy, Education, Higher Education and Innovation, Science and Technology), as well as the Director of the Cabinet for Managerial Staff (*GQ – Gabinete de Quadros*²) of the Civil House of the Presidency of the Republic (*CC/PR – Casa Civil da Presidência da República*). The CI-PNFQ is supported by a Technical Work Group integrated by the Secretaries of State of the above Ministries and by the PNFQ Technical Management Unit (*UTG/PNFQ – Unidade Técnica de Gestão do PNFQ*), which is essentially in charge of the operational coordination, monitoring and evaluation of the PNFQ. Considering the transversal role of the **UTG/PNFQ**, which embraces both the TVE and VT subsystems (as well as HE and Science and Technology, the Government accepted that this Unit also ensures the **overall coordination of the project** (confirming the high political priority assigned to it). Besides the UTG/PNFQ is the responsible body for coordinating the implementation of the National Qualifications System and for developing and operating a common management information system for the PNFQ, being thus also a key operational partner for the implementation of important project components.

Nevertheless, the **main operational partners** for implementing the action are the **MED** and the **MAPTSS**, which are respectively responsible for the definition and implementation of national policies regarding TVE and VT/Employment. They will ensure coordination and supervision of the implementation of project activities in their respective competency areas and are deemed to own most of their outputs and mainstream them into their current activities, thus ensuring their sustainability.

At the **MED**, the services more directly involved with project implementation are: the **National Directorate of Technical and Vocational Education (DNETP)**, responsible for formulating, implementing and monitoring the vocational-technical education policy and for compiling the corresponding statistics; and the **Cabinet of Studies Planning and Statistics (GEPE)**, responsible for preparing the sector investment programmes, programming school infrastructure, developing policy-related studies and coordinating the Ministry's statistical-information system;

At the **MAPTSS** the most relevant services for project implementation are the **National Directorate of Labour and Vocational Training (DNTEP)**, in charge of formulating labour/employment- and VT-related policies and ensuring the implementation of the first ones; the **GEPE**, which prepares policy-related studies, proposes public policies and strategies in areas under the Ministry's jurisdiction and coordinates the respective statistics; and the **National Institute of Employment and Vocational Training (INEFOP/MAPTSS)**, which ensures the implementation and monitoring of initial and continuing training public policies for the working age population.

Other services and agencies of these Ministries, namely the MED's National Education Inspection Cabinet (monitoring, control, evaluation and oversight of the education system), the MAPTSS Department responsible for the CLESE - Local Entrepreneurship and Employment Services Centres (promoting entrepreneurship and micro-enterprise creation) and both Ministries' General Secretariats, Legal Offices, External Exchanges' Offices and Documentation and Information Centres, should also be called on to take part in the project's activities and benefit from the institutional capacity building and staff training actions. The same happens with the relevant departments of the **Provincial Governments**.

The above are the main institutional partners for the project implementation and shall provide the necessary support to ensure adequate coordination and supervision of the project activities and the appropriation and sustainability of outputs. They are firmly established public

² In this context the Portuguese term "*Quadro*" is a collective noun used to designate any person with managerial, administrative or technical responsibilities at different levels in a public or private organisation.

institutions that follow the Angolan government's administrative and financial procedures and have sufficient capacity to back the project and ensure that there is sufficient coordination and technical and logistic support for its execution. Nevertheless, they need - especially in the case of the National Directorates and GEPEs – some additional technical staff in order to ensure that the project activities are properly monitored and to promote and facilitate the ownership of the results thereof. They are also the most important direct beneficiaries of the project activities aimed at improving TVET policy formulation and strategic management. Their directors and technical staff will directly participate in and benefit from the foreseen training activities and the services will be endowed with improved methodologies and systems to support their current activities.

A second important group of institutions that are simultaneously project partners and beneficiaries comprise the **TVE schools and VT centres**. Their **directors, managers, teachers and trainers** will especially benefit from capacity building and training activities aimed at improving the management and performance of schools and centres. They will also benefit from improved courses and curricula to enhance the relevance and quality of the education and training, namely through a better alignment of the qualifications and skills they provide to the labour market needs.

A third relevant group of project partners and beneficiaries include **national, regional and sectorial business and professional associations** and other civil society organisations, which shall be important project partners for the implementation of activities aimed at improving public-private dialogue on TVET policy formulation and strategic management and at adjusting TVET training methods and contents to the labour market needs. These organisations will also directly benefit from capacity building activities specifically addressed to them, while the associated enterprises will indirectly benefit from a larger offer of human resources with improved skills and knowledge, more in line with their needs.

The most important group of beneficiaries, though indirect, includes the **TVE and VT graduates, certified workers and trainees**, as well as their families, who will benefit from better preparation for integration into the labour market, either as mid-level managers, executive staff and specialised workers in the private, public and civil society sectors, or as entrepreneurs and managers of their own businesses.

The remaining stakeholders, which are not specific project beneficiaries but mainly potential partners to support the implementation of different activities, include:

National institutions that can be called on to help execute the project activities, especially in revising curricula and training teachers and trainers, namely the National Institute for Research and Development on Education (INIDE/MED), the National Institute for Teachers' Training (INFQ/MED), the National Trainers' Training Centre (CENFFOR), the National School of Administration (ENAD), the Integrated Technological Training Centre (CINFOTEC/MAPTSS) and various public and private universities. In this category it is important to refer:

- the MAPTSS sponsored **Local Entrepreneurship and Employment Services Centres (CLESE)**, which form a network of entrepreneurship training and incubation facilities existing in several Provinces that shall play an important role in helping TVE graduates and VT certified professionals to create their own business; and
- the **National Statistics Institute (INE)**, responsible for the publication of labour/employment statistics, shall be closely associated to activities regarding the improvement of TVET-related statistical systems.

Financial and implementing partners of complementary or similar projects in Angola, in other Portuguese-speaking African countries or in the region, with which the project will establish suitable activity-collaboration and coordination mechanisms.

1.1.3 Priority areas for support/problem analysis

This project aims to address the **inability of Angola's TVET system to train a sufficient number of mid-level staff and specialised professionals with the skills required for the country's economic and social development.**

The main causes contributing to this situation, in which the project will focus its activities, are:

1. **Weak strategic management capacity at central and local government**, resulting from: (a) poor technical and leadership capacities among managers and staff of key institutions; (b) unreliable, dispersed and disjointed statistical systems to support decision-making and proper TVET monitoring and quality assurance; (c) weak links between TVE and VT subsystems; (d) absence of institutionalised public-private dialogue at decision-level.
2. **Insufficient TVET training offer and poor quality of the training provided**, resulting from: (a) weak management and organisation capacities of TVE 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 TVET (shaping curricula, defining learning outcomes, providing job-learning opportunities).
3. **Environment not conducive to the transition from TVET system to the labour market**, resulting from: (a) the lack of vocational guidance services to students and trainees; (b) poor coordination and communication between TVE schools/VT centres and potential local employers; (c) inefficient and disjointed mechanisms to diffuse information on job opportunities and support integration into the labour market (employment and self-employment); (d) lack of mechanisms / incentives for connecting TVE/VT with job opportunities, including entrepreneurship.

2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
Possible changes in the current TVET policies, which may result from: Present Government decisions (up to 2017); Possible Government changes after 2017 elections.	L	Pursue the establishment of broad consensus among public administration, private sector and civil society regarding the proposed measures to improve TVET policy formulation, strategic management, coordination and evaluation.
Budgetary restrictions resulting from public revenue shortfalls or other contingencies in public finances management, which may result into a reduction of public expenditure in TVET (State budget largely depends on oil prices).	M	Call on the ministries involved to prepare realistic, well-funded budgets, along with communication and visibility actions to help make the sector a higher priority for public policies.
Insufficient availability and motivation of partner and beneficiary institutions' senior staff and technicians to collaborate in conducting the project activities and to own its outcomes in the sphere of their current duties.	M	Work very closely with project's general coordinator from the PNFQ technical management unit (UTG-PNFQ) to guarantee a close follow-up and guidance of the different services involved

The perceived high mobility of teachers and managers of TVE schools (not currently quantified), could jeopardise the implementation of project activities specifically addressed to them.	M	Carry out awareness-raising and motivation work to promote the desired stability among these professionals. For teachers trained with project support specific provisions by the relevant Ministries should be promoted to ensure their permanence in the system during a reasonable period.
Possible resistances of enterprises and other employers in placing TVE graduates and VT certified workers in responsible positions because of a negative perception of the quality and adequacy of training provided by the TVE and VT.	L	This perception can only be definitively changed if and when new graduates show improved professional aptitudes and attitudes vis-à-vis their work. A more intense use of internships and other forms of work-based learning, combined with the dissemination of project results and success stories among potential employers may contribute to facilitate and accelerate such a change of perception. The project should pay special attention to this issue in its visibility strategy (e.g. through skills competitions and events for young people).

Assumptions
The country's current TVET policies are maintained during project execution and the Government makes available sufficient human, technical and financial resources for the project to be carried out.
The MED, the MAPTSS, the provincial governments and other partner institutions are available and willing to collaborate in project implementation, to appropriate the goods and services financed through it and to mobilise the needed complementary human, technical and financial resources.
The MED, the MAPTSS and the provincial governments commit to facilitate logistics for the project's activities both in Luanda and in the provinces.
The senior staff and technicians of the beneficiary institutions (including managers from TVE schools and VT centres) take part in the project activities and use the know-how and skills acquired in exercising their normal functions.
The improved quality of TVE and VT is recognised by employers.
TVE and VT graduates and trainees acquire attitudes and discipline habits that are more favourable for entering the labour market and use the available support tools in order to do so.

3 LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

The project builds on lessons learnt in the implementation of other EU-financed projects in Angola, especially the “*Primary Education Support Programme (PAEP)*” financed under the 10th EDF. According to the final project evaluation carried out in 2013, the main problems with the execution of that programme were: (a) difficulties with monitoring project implementation owing to a lack of a clear definition of the persons in charge, which could have been avoided by naming results-based managers; (b) low levels of financial execution of programme estimates, which requires special care in selecting the implementation modalities.

Also taken into account was the experience acquired from executing EU-PALOP projects, especially the “*Vocational Training Sector Support Project*” financed under the 9th EDF, as well as projects financed by other donors, namely “*Vocational Training for the Labour Market in Angola*” (FormPRO, 2011-2013), financed by German Cooperation and implemented by the

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) along with the MAPTSS and the INEFOP.

These experiences show the need for comprehensive, open approaches in programmes to support TVET, making it possible to harmonise their subsystems to jointly respond to the real needs of the sectors that drive the economy. They also underscore the need to improve the ownership of project results so as to enhance their impact and sustainability, as well as to improve the quality of management in all phases of the project cycle so as to raise the efficiency and effectiveness of execution. Lastly, the methods of implementation should promote the sharing of information and experiences among different stakeholders.

3.2 Complementarity, synergy and donor coordination

The project must establish linkages with the major government programmes with direct implications for TVET, namely the PNFQ 2013-2020 and the TVE reform programme – (RETEP) managed by the MED. It is expected that the implementation of the proposed project under the direct supervision of UTG/PNFQ, MED and MAPTSS will provide adequate complementarity and synergy and avoid undesirable overlapping with Government and other donors' interventions under these programmes.

In addition, the project shall establish mechanisms for consultation and direct coordination with other relevant on-going or foreseen projects financed by the EU and/or other donors.

In this regard we should firstly highlight the complementarity with the projects that are being identified within the focal areas foreseen in the Angola's NIP 2014-2020, namely Higher Education (HE), Sustainable Agriculture and Water and Sanitation. Regarding HE, overlapping risks are reduced, given the different sectoral scope of the interventions, but opportunities for complementarity exist, namely regarding the transition of TVE graduates to HE and the foreseen development of initial and sequential training courses for TVE teachers, which shall be provided by Angolan HE institutions.

Concerning Sustainable Agriculture, RETFOP actions will work in complementarity with the direct support to be provided to this sector under the 11th EDF. While the latter will provide capacity-building actions on sustainable family farming to small farmers, producers and associations and cooperatives, RETFOP will promote the institutional framework for the development of Mid-level Technical Education and levels II and III vocation training in the agriculture sector. More specifically, RETFOP will contribute to the sector development through curriculum development, training of trainers, dialogue with private sector, integration into the labour market in crucial areas of the sector (agro-food industry, fisheries, animal health, climate change, transports and logistics, electronics and mechanics, including processing and access to markets), some of which targeted by the 11th EDF support to this focal sector. By providing skilled workforce in areas contributing to food production and commercialisation, RETFOP is expected to help reduce hunger and nutrition insecurity levels in the country.

Concerning Water and Sanitation, RETFOP will intervene directly in the area of water and waste management and will make use of the results of the 10th EDF project "*Vocational Training Centre for the Water and Sanitation Sector*", namely training materials, methodologies and resources, and will adapt and disseminate to TVE schools and VT centres targeted by RETFOP.

A special attention shall also be paid to the employment-related projects foreseen under the Multi-annual Indicative Programme (MIP) 2014-2020 for the African Portuguese Speaking Countries and Timor-Leste (PALOP-TL), so that these projects can actually benefit from the positive spill overs of RETFOP, in particular the dialogue mechanisms between public and private sector, the methodologies and tools for curriculum development, training of trainers and actions targeting entrepreneurship.

Finally, the World Bank's funded project “*Angola Learning for All*” in the amount of USD 80 000 000 and the second phase of the on-going EUR 5 400 000 project “*Saber Mais 2015-2018*” financed by Camões, I.P., should also be highlighted. The former targets the general primary and secondary education, while the latter on general secondary education and on TVE in its second phase. Opportunities for complementarity and synergy equally exist, namely regarding the strengthening of links between general and technical secondary education, as well as in the field of vocational orientation that should be started initiated during the first cycle of secondary education.

3.3 Cross-cutting issues

To a large extent, the proposed project is, in and of itself, an intervention to support good governance in education. In addition, the project will build on efforts to promote green (renewable) technologies, occupational safety and health, and workers' rights. The project will also be attentive to opportunities to increase the access, privileges and participation of persons with disabilities in skills development.

Environment and climate change have received special attention from the Angolan Government during the last decades. The Basic Law on Environment (1998) stresses the need of mainstreaming environment into curricula and study plans at all educational levels. Moreover, the National Plan for Environmental Management, prepared in 2008 by the Ministry of Environment, establishes specific instruments and programmes to address different environmental issues, among which we may highlight, *inter alia*, subsidised programmes for shared environmental management, environmental education and capacity building, environmental quality and biodiversity conservation, sustainable production, etc. In this context, the project will promote and support both the mainstreaming of environmental issues like conservation, sustainable management, fight against climate change and impact mitigation in all the technical and professional courses, as well as the design and/or revision of TVE courses in the environmental domain, such as waste management and environment and quality control.

Regarding gender, the project will intervene at different levels to address various gender imbalances occurring in the TVET system, namely: advocacy with the partner ministries and institutions on the need for mainstreaming gender equity in legislation, national and sector policies, concepts and strategies; collection and production of gender-differentiated data by the TVET information; taking into account gender equity in the selection of candidates to teachers and trainers' training courses and to complementary entrepreneurship trainings; production of gender-sensitive guidance and training materials; gender-sensitive organisation of the training courses (e.g. timetables); address sexual harassment issues in the various training provided (e.g. trainers, teachers, managers); include women's organisations in the public-private dialogue and consultation mechanisms.

More generally, project management shall observe during implementation the recommendations contained in the new Gender Action Plan 2016-2020 “Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations 2016-2020”, with particular reference to the thematic priority “Promoting the economic, social and cultural rights / economic and social empowerment of girls and women”. The “Toolkit on Mainstreaming Gender Equality in EC Development Cooperation” will also be taken into consideration, as well as the study “Angola gender country profile” published in 2015.

Identical procedures will be followed to address the multi-variety of obstacles that other vulnerable groups (namely people with physical disabilities and people with special needs) face in the access to the TVET system and to the labour market.

4 DESCRIPTION OF THE ACTION

4.1 Objectives/results and activities

The project **Overall Objective** is to contribute to the reduction of unemployment, especially among youth, by making human capital more employable and productive.

Specific Objective 1: To strengthen the strategic management capacities of the relevant public institutions at central and local levels and reinforce coordination among them and with the private sector.

Result 1.1 MED, MAPTSS and INEFOP relevant services at national and local levels are endowed with a robust knowledge basis, appropriate information systems and skilled managers and staff to support TVET policy implementation, monitoring and evaluation.

A.1.1.1 Conduct a baseline study and a similar study at the end of the project.

A.1.1.2 Support the design and implementation of an appropriate system for TVET monitoring, evaluation and quality assurance, involving both ministries, with active participation of the private sector.

A.1.1.3 Analyse training needs, design and implement training programmes addressed to senior executives and technical staff of central and provincial services involved with TVET management in Angola, with a particular focus on aspects related to non-discriminatory TVET and gender stereotypes.

A.1.1.4 Creation or improvement of adequate information system and reporting of statistics data, through specialised studies, technical assistance, equipment and training to the relevant MED and MAPTSS departments, as well as to selected focal points in the provinces (TVE schools, INEFOP's provincial delegations and employment centres).

Result 1.2 Adequate mechanisms and tools to improve coordination and exchanges between TVE and VT subsystems have been developed and are performing satisfactorily.

A.1.2.1 Strengthen or support the establishment of appropriate bodies to improve coordination between TVE and VT and develop mechanisms to improve the linkages and exchanges between the two subsystems at central and provincial levels (including mechanisms for awarding double certification).

A.1.2.2 Support the conceptual and technical design and the legal adoption of the National Qualifications Framework embracing both subsystems.

Result 1.3 Appropriate systems and procedures for regular public-private dialogue and consultation at TVET policy and strategic decision levels has been designed, implemented and are performing satisfactorily at central and local levels.

A.1.3.1 Study, propose and support the institutionalisation (including legal provisions) and operation of public-private dialogue and consultative bodies integrating representatives from government, business associations, trade unions and other civil society organisations, at the central and provincial levels.

A.1.3.2 Promote and support the organisation of thematic forums and seminars for public-private debate on relevant themes for TVET-related policies and development strategies, at central and local levels, addressing strategies for attracting women in TVET and for boosting sensitivity about gender disparity and occupational segregation.

A.1.3.3 Design and implement capacity building actions for business associations, trade unions and other civil society organisations to facilitate and enhance relevance of their dialogue with the public sector.

Specific Objective 2: To improve the quality and relevance of the curricula and qualifications provided by TVET

Result 2.1 Training programs are developed, implemented and tested with the effective and formal engagement of the private sector partners.

A.2.1.1 Design, reorganise and revise VET and VT curricula, using a demand based, outcome based, modularised and competence based approach and taking into account the involvement of socially and geographically disadvantaged groups.

A.2.1.2 Identify international good practices of combined class-room-learning and on-the-job training schemes and adapt them to the national training needs and to the needs of women, especially those living in rural and remote areas.

A.2.1.3 Implement and test training programmes in pilot TVE and VT centres, including on-the-job training schemes.

Result 2.2 Teachers and trainers for the TVET system are adequately trained and supported in their activities.

A.2.2.1 Prepare, organise and implement *training for the trainers of trainers* and *in-company trainers* provided by Centres for the training of trainers (namely CENFFOR), promoting a wider participation of women and rural population.

A.2.2.2 Prepare, organise and implement *Initial Training* courses for TVE graduates and other eligible candidates, balancing theoretical and practical courses, including training in companies

A.2.2.3 Prepare, organise and implement *Sequential Training* courses (including pedagogical training) for HE graduates.

A.2.2.4 Analyse the needs, prepare, organise and implement *Continuing Training* actions (pedagogical and technical) for trainers at INEFOP's and other Ministries' centres.

A.2.2.5 Develop and test the implementation of incentives, including legal provisions, to encourage the participation of experienced professionals in the delivery of practical training, especially in remote areas.

Result 2.3 TVE schools and level II/III VT centres are endowed with appropriate management systems and qualified managers.

A.2.3.1 Design and implement training actions on institutional management for TVET schools' and centres' directors and subdirectors, including training on quality management, with particular attention to gender balance in VET management.

A.2.3.2 Design and implement training actions, for TVET schools and centres' managers, on management of laboratory and workshop spaces and equipment.

A.2.3.3 Undertake communication and awareness raising actions to improve the attractiveness of TVE schools and VT centres.

Specific Objective 3: To facilitate and support the transition of TVET graduates to the labour market

Result 3.1 A strategy stimulating integration of young graduates in the labour market, as well as practical and legal tools for implementation, are designed, adopted and tested

A.3.1.1 Assist the design and adoption of a strategy and legal provisions enabling and favouring internships and apprenticeship for students in TVE and VT systems and ensuring a safe environment for women.

A.3.1.2 Support the establishment of internships, scholarships and apprenticeships funding schemes.

A.3.1.3 Support TVE schools and VT centres in the establishment of formal partnerships with potential employers for internships and apprenticeships.

Result 3.2 MED's Offices for labour market insertion of graduates (GIVAs) and MAPTSS' Employment Centres have been endowed with adequate organisation, tools and skills to effectively inform, guide and support the entry of TVET trained persons into the labour market.

A.3.2.1 Redesign the profile and competencies of the GIVA and MAPTSS's Employment Centres for a more efficient interaction with the enterprises sector and the employers in general.

A.3.2.2 Design and develop methodologies to collect and disseminate information on the offer and demand for jobs and train the relevant staff.

A.3.2.3 Support the collection of data for follow-up of the integration of TVET graduates in the labour market to feed the national information system.

A.3.2.4 Support the organisation of fairs and information days on the offer and demand for work and employment, paying particular attention to the reduction of gender and urban/rural disparities.

Result 3.3 TVET students and trainees, as well as their families and communities are provided with guidance and support for entrepreneurship

A.3.3.1 Strengthen and provide MAPTSS' Local Entrepreneurship and Employment Services Centres (CLESE), GIVAs and Employment centres' staff with appropriate skills for promotion of entrepreneurship and coaching of young entrepreneurs

A.3.3.2 Identify and strengthen the interlinkages and complementarity between GIVA's, Employment Centres and CLESE

A.3.3.3 Design and start implementation of basic training modules on entrepreneurship and business plans (with a specific focus on gender issues) to be part of the curricula of the training courses provided by VET schools, and of short intensive training courses provided by CLESE for students wishing to create their own business.

A.3.3.4 Support MAPTSS in the design and production of materials (e.g. brochures, guides, toolkits) to disseminate successful experiences and good practices of self-employment creation.

4.2 Intervention logic

The intervention has been designed to strengthen the capacity of the Angolan TVET system to supply TVE graduates and VT certified workers with appropriate skills to meet the current and future needs of the labour market, in terms of quantity, quality and territorial distribution.

To achieve this broad purpose, project interventions are organised into three inter-related and complementary components addressing the governance and management of the TVET system, the quality and relevance of the training offer and the transition of TVET graduates to the labour market.

The involvement and partnership with the private sector will be determinant to ensure the relevance of TVET to economic diversification and to the development process. The project will foster the effective and sustainable involvement of the private sector in restructuring the national TVET system (monitoring, evaluation and quality assurance), in the entire training cycle (needs assessment, curriculum development, on-the-job training) and in the transition of TVET graduates to the labour market (internships, apprenticeships, scholarships).

The activities will take place both at central and provincial levels. For the implementation of the activities at provincial level – implementation and testing of the information system, skills needs assessment, delivery and testing of the training offer, implementation of the initial training for trainers, support to schools' management structures and to GIVA and CLESE – six provinces have been selected: Benguela, Huambo, Huíla, Luanda, Moxico and Uíge. The criteria behind this selection were: economic activity and potential in the selected training areas (defined below); density of the TVET network (selected provinces represent more than 2/3 of TVET graduates and 80% of the business companies); potential for synergy and complementarity with ongoing and future EU projects. The interventions are similar in all Provinces, using the same model and accompanied by trainers from the Central Services (DNETP, INEFOP and DNTFP).

Furthermore, the consistency and efficiency of all measures foreseen in the project will be tested in pilot TVE schools and VT centres and in pilot CLESE to be selected in each province that will serve as a model to demonstrate the potential to change attitudes and improve competency.

The project will work in the areas of: agro food production, industrial fisheries and animal health care; civil construction, transports and logistics, environment and water and waste management. Furthermore, strategic horizontal areas, such as laboratory techniques, health and safety at work, electric and electronics and mechanics will be considered for the development of new curricula and training of trainers.

These are areas of strategic importance for the economic diversification of the country, as stated in various national documents, including the Government's strategy to mitigate the current crisis (dated January 2016), and, more specifically, those identified in the PNFQ as having no or highly insufficient human capital and training offer (i.e. courses and trainers). The selected areas are also in line with the priority sectors of the EU-Angola cooperation defined in the National Indicative Programme 2014-2020 and the 'EU-Angola: The Way Forward'. As stated in section 3.2, the project will intervene in complementary with the ongoing and future EDF programmes in the sectors of higher education, sustainable agriculture and water and sanitation.

Taking into consideration that the current available data on the sector and, more concretely, on specific training needs is either outdated, unavailable or unreliable, a baseline study will be conducted by the implementation partners in the first 4 months of the project, for the identification of the specific training areas the project will provide support in. This study will also serve to identify baseline values and help set target values for the indicators defined for the action. For evaluation and impact assessment purposed, a final similar study will be conducted at the end of the project (activity 1.1.1).

Finally, given the ample needs of the sector and the complexity of the intervention, two phases of the EU support are foreseen. As this project corresponds to the first phase, the second phase, which will be identified during the mid-term evaluation of this first phase, will focus on deepening (including further development of the National Qualification System and private sector involvement) and expanding the support to other provinces.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the partner country, referred to in Article 17 of Annex IV to the ACP-EU Partnership Agreement.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.2 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute non-substantial amendment in the sense of Article 9(4) of Regulation (EU) 2015/322.

5.3 Implementation of the budget support component

Not applicable

5.4 Implementation modalities

5.4.1. Indirect management with Member State agencies

This action may be implemented in indirect management with Camões - Instituto da Cooperação e da Língua, I. P. and Expertise France, in accordance with Article 58(1)(c) of Regulation (EU, Euratom) No 966/2012 applicable in accordance with Article 17 of Regulation (EU) 2015/323. This implementation entails the totality of the action, with the exception of audits and the intermediate and final evaluation contracts, which will be awarded in direct management by the Commission.

This implementation is justified by the project's nature and complexity, as well as the high degree of specialisation of most of the foreseen activities, which recommends the use of implementing bodies that can easily mobilise European reference institutions, as well as expertise and appropriate backstopping support, taking full advantage of their extensive experience in the sector and thus enhancing the added value of the EU contribution.

In this respect, both Expertise France and Camões, I.P. have access to national institutions in charge of the implementation of employment and training policies, which can be easily mobilised according to the needs of the project. In the case of France: the International Centre for Pedagogical Studies (Centre International d'Études Pédagogiques - CIEP), the national Association for Vocational Training (Association pour la formation professionnelle des adultes - AFPA), the Commission in charge of Certification (Commission nationale de la certification professionnelle - CNCP) the Association of Directors of Technological Institutes (Assemblée des Directeurs d'Instituts Universitaires de Technologie - ADIUT), the National Employment Service ("Pôle Emploi"), the local structures in charge of promoting youth employment and entrepreneurship ("Missions locales") etc. In the case of Portugal: the National Agency for Qualification and Professional Education (Agência Nacional para a Qualificação e o Ensino Profissional-ANQEP), the Centre for Qualification and Professional Education (Centro para a Qualificação e o Ensino Profissional - CQEP), the Sector Councils for Qualification (Conselhos Sectoriais para a Qualificação - CSQ); the Portuguese Institute for Employment and Professional Training (Instituto Nacional de Emprego e Formação profissional - IEFPP), the Centres for Employment, Professional Training and Professional Rehabilitation and the Centres for Professional Training and Participated Management.

In addition, both institutions, due to their past and current diversified cooperation with Angola, have an excellent knowledge of the Angolan TVET system, the institutional context, the working language (which is an important precondition for the success of the foreseen training and institutional building activities).

Portugal has developed an innovative cooperation model with the MED, based on mutual recognition of the two countries' own professional training and qualification system, with a focus on technical education, curricular development, school manual's certification, human resources' management and qualification, school and professional guidance and teachers' training. France brings substantial added value to work particularly with the MAPTSS, given its recognised vocational training model, with a focus on the relation with employers, implementation of dual training systems, recognition of professional competencies, comprehensive quality systems as well as local-level frameworks for interaction between vocational training actors and the labour market.

The proposal of these two agencies as implementing partners is in line with the preferences expressed by the Angolan counterparts.

A Co-Delegation Agreement will be signed with the two agencies, whereby they will be responsible for the implementation of the project according to the following division of labour: both agencies will be involved in the implementation of the three components, Camões I.P. being responsible for component related to specific objective 1: "to strengthen the strategic management capacities of the relevant public institutions at central and local levels and reinforce coordination among them and with the private sector". Component 2 ("to improve the quality and relevance of the curricula and qualifications provided by TVET"), will be shared equally between the two agencies. Camões, I.P. will lead the activities related to the schools of the MED and Expertise France will lead the activities related to the training centres of MAPTSS. Component 3 ("to facilitate and support the transition of TVET graduates to the labour market") will be under the lead of Expertise France.

Camões I.P will be the leading agency, responsible, among others, for the overall coordination of the project's stakeholders and activities.

The entrusted entities shall carry out all the budget implementation tasks required to implement the foreseen activities: launching invitations to tender and calls for proposals, awarding contracts and grants, signing agreements, ensuring the management and enforcement of such contracts and agreements, accepting and rejecting the corresponding payments, making verifications and controls and recovering the unduly paid funds, as provided in the applicable regulations and in the delegation agreement.

5.5 Scope of geographical eligibility for procurement and grants

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

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

5.6 Indicative budget

	EU contribution (amount in EUR)
5.4.1 - Indirect management with Camões I. P. and Expertise France, out of which:	
<i>Component/objective 1 (Camões I.P.)</i>	21 400 000 7 400 000
<i>Component/objective 2 (Camões I.P. 5 000 000 + Expertise France: 5 000 000)</i>	10 000 000
<i>Component/objective 3 (Expertise France)</i>	4 000 000
<i>Communication and visibility: about 15% of the amounts under these 3 components</i>	
5.9 Evaluation	450 000
5.10 Audit	150 000
Total	22 000 000

5.7 Organisational set-up and responsibilities

The national organisational set-up proposed to technically orient and monitor project implementation was agreed with the relevant Angolan authorities.

According to the proposed structure, the UTG/PNFQ will be in charge of the overall technical coordination of the project's implementation, as well as the direct supervision of the activities related to the National Qualifications System and other activities whose nature is not specific of the TVE, VT or Employment subsystems. It will nominate a General Coordinator (GC) for that purpose.

The MED and the MAPTSS shall nominate two Coordinators who will supervise the implementation of, respectively, TVE and the VT and Employment activities.

Together these three Coordinators, together with representatives of the delegated agencies, the NAO and the European Union, will compose the project's Technical Coordinating Committee (TCC). The TCC will meet every two months.

The delegated agencies shall provide three long-term experts to advise and assist the three coordinators during the project's operational implementation period and one long-term expert to advise the UTG/PNFQ on the National Qualifications System related activities.

A project's Steering Committee (SC) will be established to provide strategic guidance on project implementation approach and priorities, ensure the interinstitutional relations and coordination among the involved ministries and with relevant public and private institutions, review the accomplishment of project objectives and results, issue opinions on opportunities, discuss progress, monitoring and evaluation reports and to propose alternative measures to mitigate possible deviations. The SC shall also validate the annual work plans and budget. The SC should be chaired by a representative of the Inter-Ministerial Commission for PNFQ and should include representatives of the MED, MAPTSS and the PNFQ Technical Management Unit (*UTG/PNFQ – Unidade Técnica de Gestão do PNFQ* (including the three project coordinators), and representatives of the National Authorising Officer, the EU Delegation, the two delegated agencies and, on a case by case basis, representatives from other public, private and civil society entities. This Committee will meet once a year.

5.8 Performance monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partners' responsibilities. To this aim, each delegated agency shall establish a permanent office in Luanda responsible for establishing a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the log-frame matrix. 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 of the action, a mid-term and a final evaluation will be carried out for this action or its components via independent consultants contracted by the Commission.

The mid-term evaluation will be carried out mainly for learning purposes, in particular with respect to the foreseen launch of a second phase of the action. However, in case significant problems occur during the first years of project implementation, the mid-term evaluation will also be carried out for problem-solving purposes, in order to provide inputs to redress project implementation approach or implementation methods during the remaining period.

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 some components of this action are quite innovative in the Angolan context and shall be tested during the present phase in selected provinces to be further extended to other provinces in the second phase. Besides, some significant changes may occur: the evolution of the country political, economic and social situation as a result of oil prices instability and the foreseen 2017 elections, which shall be taken into account during the second phase.

The Commission shall inform the delegated agencies and the Angolan authorities at least three months in advance of the dates foreseen for the evaluation missions. The implementing partner and the Angolan authorities 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 delegated agencies and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

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

5.10 Audit

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

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

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 supported with the budget indicated in section 5.6 above.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the entrusted entities. Appropriate contractual obligations shall be included in the delegation agreement.

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.

6 APPENDIX - INDICATIVE LOGFRAME MATRIX ³

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 without an amendment to the financing decision. The indicative logframe matrix will evolve during the lifetime of the action: new lines will be added for listing the activities as well as new columns for intermediary targets (milestones) when it is relevant and for reporting purpose on the achievement of results as measured by indicators.

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall objective: Impact	Contribute to the reduction of unemployment, especially among youth, by making human capital more employable and productive.	a. Total youth unemployment rate (sex disaggregated). b. Ratio between TVET trained youth unemployment and total youth unemployment (sex disaggregated).	a. 10,5% (2014) ⁴ b. No statistics are currently available. Baselines and targets to be defined trough baseline study to be prepared in the beginning of the project.	a. 9,0% (2022)	National and International labour statistics Reports and statistical data from UTG, INEFOP and MAPTSS.	The pace of economic growth and diversification led to a growing demand of TVET trained staff.
Objectives: Outcomes	SO1: To strengthen the strategic management capacities of the relevant public institutions at central and local levels	a. Nr of institutions with defined management strategies including monitoring of global performance indicators. (*)	a. / b. No statistics are currently available. Indexes, baselines and targets to be defined trough baseline study to be prepared in the beginning of the project.		Project reports. National Statistics Institute Information systems from the MED and	The GoA keeps appropriate TVET policies and make available the required human and financial resources. Beneficiary institutions' managers

³ Mark indicators aligned with the relevant programming document mark with '*' and indicators aligned to the EU Results Framework with '**'.

⁴ World Bank - Unemployment, youth total (% of total labour force ages 15-24 - modelled ILO estimate)

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
		b. Number of TVET data releases to key planners and managers produced according to the international norms on collecting and editing statistical data.(*)				
	SO2: To improve the quality and relevance of the curricula and qualifications provided by TVET	a. % of TVET graduates in the total workforce of economic and social sectors' companies and organisations.	a. No statistics are currently available. Indexes and targets to be defined through a baseline study to be prepared in the beginning of the project.		MED, MAPTSS and Provincial Gvts' publications. Project reports Statistical data from	Beneficiary schools' and centres' managers, teachers and trainers effectively participate in activities and appropriate their results. Students, trainees and their

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
Specific objectives: Outcomes		<p>b. Nr of candidates to enrol in TVET courses (by age, gender, socio-economic background, geographic area and type of TVET).</p> <p>c. Nr of students/trainees enrolled in TVET (by age, gender, socio-economic background, geographic area and type of TVET). (**)</p> <p>d. Enrolment of young people (aged 15–24 years) in TVET, by gender, socio-economic background and geographic area, as a percentage of total enrolment in the formal education system.</p>	<p>b. No statistics are currently available. Indexes and targets to be defined through a baseline study to be prepared in the beginning of the project.</p> <p>c. 36 000 (2013)</p> <p>d. No statistics are currently available. Indexes and targets to be defined through a baseline study to be prepared in the beginning of the project</p>	<p>b. 10% increase</p> <p>c. 20% increase</p> <p>d. target to be defined during inception phase</p>		
	SO3: To facilitate and support the transition of TVET graduates to the labour market	% of TVET graduates employed or self-employed in their fields of specialisation within one year after concluding the training. (disaggregated by gender, age and geographical area).(*)	No statistics are currently available. Indexes, baselines and targets to be defined trough baseline study to be prepared in the beginning of the project.	MED, MAPTSS and Provincial Gvts' publications. Project reports Statistical data from TVE schools and VT centres.	GIVAs, Employment Centres and CLESEs effectively participate in project activities. TVE graduates and VT certified workers are willing to find a job in their training areas.	

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
Outputs	R1.1 MED, MAPTSS and INEFOP relevant services at national and local level are endowed with a robust knowledge basis, appropriate information systems and skilled managers and staff to support TVET policy implementation, monitoring and evaluation.	<p>a. No. and quality of technical studies and proposals to improve TVET policy and regulatory framework produced and proposals submitted to the GoA.</p> <p>b. No. of Directors/Subdirectors, Heads of Department/Operational Managers and Quality Supervisors trained (sex disaggregated).</p> <p>c. No of interoperable information systems functioning.</p>	<p>a. 0</p> <p>b. Most TVET directors and managers were trained, but need upgrading. Not enough supervisors trained.</p> <p>c. 0</p>	<p>a. 5 studies produced and proposals submitted to the GoA by the end of 3rd year.</p> <p>b. Directors/Sub-directors: 60; Heads of Department/Operational Managers: 60; supervisors: 40</p> <p>c. target to be defined during inception phase</p>	<p>Angola Official Journal. MED and MAPTSS publications Project reports Information systems from the MED and MAPTSS.</p>	<p>MED and MAPTSS/INEFOP are committed to improving certification, accreditation, inspection and evaluation systems and procedures. Their managers, inspectors and technical staff effectively participate in activities and appropriate their results.</p>

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
	R.1.2 Adequate mechanisms and tools to improve coordination and exchanges between TVE and VT subsystems have been developed and are performing satisfactorily.	a. Study on international good practices on intra-TVET coordination is prepared and proposals submitted to the GoA.	a. 0	a. 1 study concluded by the end of 1 st year	Official Journal UTG, MED and MAPTSS publications. Project reports. Press/media publications.	UTG, MED and MAPTSS are committed to enhancing coordination and exchanges between TVE and VT. UTG-PNFQ, MED and MAPTSS committed to adopting a national qualification framework Their managers and staff effectively participate in activities.
		b. Proposal of national qualification framework for TVET prepared and discussed with GoA	b. under discussion at GoA level	b. 1 proposal submitted by the end of 3 rd year		
		c. Nr. of joint TVET related events organised and nr. of participants (sex disaggregated)	c. 0	c. 1 National Fair of Professions and Employment held in the 2 nd and 4 th years		

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
	R.1.3 Appropriate systems and procedures for regular public-private dialogue and consultation at TVET policy and strategic decision levels has been designed, implemented and are performing satisfactorily at central and local levels.	<p>a. Study of international good practices on public-private dialogue at policy-decision level is prepared and proposals submitted to the GoA.</p> <p>b. Nr of regular public-private consultations at central and local levels.</p> <p>c. Nr. of thematic public-private forums and seminars on TVET-related issues organised at central and local levels addressing gender disparity issues.</p> <p>d. 1 action plan for improved public-private dialogue.</p>	<p>a. 0</p> <p>b. Some informal consultations occur at central level.</p> <p>c. Occasionally organised by GoA.</p> <p>d. 0</p>	<p>a. 1 study concluded by the end of 1st year of implementation.</p> <p>b. At least two per year from the 2nd year.</p> <p>c. 1 national forum with international participation and 1 seminar per province organised annually between the 2nd and 5th year.</p> <p>d. 80% of the action plan implemented by 4th year</p>	<p>MED, MAPTSS and private sector organisations' publications Project reports Press/media publications</p>	<p>MED, MAPTSS/INEFOP and Provincial Gvts. are committed to enhancing private sector participation in TVET policy formulation, management, monitoring and evaluation. Private sector is committed to cooperating with the GoA in these areas.</p>

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
		<p>a. Nr. of new / reviewed TVET courses curricula reviewed in collaboration with the private sector.</p> <p>b. Nr of students/trainees participating in work-based learning participation (disaggregated by gender, age and geographical area)</p> <p>c. Employment shares by occupation (disaggregated by gender, age and geographical area)</p>	<p>a. 0</p> <p>b/c. No statistics are currently available. Indexes, baselines and targets to be defined trough baseline study to be prepared in the beginning of the project.</p>	<p>a. The curricula of at least 10 TVE and 10 VT courses have been reviewed.</p> <p>b/c. target to be defined during inception phase</p> <p>c. target to be defined during inception phase</p>		

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
	R2.2. Teachers and trainers for the TVET system are adequately trained and supported in their activities.	<p>a. Nr. of candidates (disaggregated by gender and geographical area) who have attended:</p> <p>a.1) the initial training course for TVE teachers;</p> <p>a.2) the sequential training course for TVE teachers;</p> <p>a.3) the continuing training course for VT trainers;</p> <p>a.4) the training for trainers of trainers</p> <p>b. % of candidates that successfully completed the training (disaggregated by gender and geographical area).</p> <p>c. Degree of satisfaction of the Directors of TVE schools and VT centres with the qualifications acquired.</p> <p>d. Nr. of manuals for the organisation, management and maintenance of laboratory and workshop spaces and equipment that were prepared and distributed.</p> <p>e. % of trainers trained on mainstreaming inclusive education principles in TVET (disaggregated by gender and geographical area)</p>	<p>a. 0</p> <p>b. 0</p> <p>c. 0</p> <p>d. 0</p> <p>e. 0%</p>	<p>a.1) 430</p> <p>a.2) 120</p> <p>a.3) 120</p> <p>a.4) 30</p> <p>b. 85%</p> <p>c. 85%</p> <p>d. 1 manual per course (and at least 3 paper copies per school)</p> <p>e. 100% (of those trained by the project)</p>	<p>MED, MAPTSS and partner institutions' publications</p> <p>Project reports</p> <p>Inquiry to TVET schools' and centres' directors</p>	<p>The relevant services of MED, MAPTSS and INEFOP collaborate in the design and implementation of the courses.</p> <p>The selected Angolan partner institutions have adequate capacity to teach the courses.</p> <p>16 teachers of Angolan HE partner institutions have been trained in the EU.</p> <p>Equipment to support practical training is in place.</p> <p>There is enough demand from candidates interested in attending the courses</p>

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
	R.2.3 TVE schools and level II/III VT centres are endowed with appropriate management systems and qualified managers.	<p>a. Nr. of directors and subdirectors of TVET establishments who have been trained in schools/centres' management (disaggregated by gender and geographical area)</p> <p>b. Nr. of managers of laboratory and workshop spaces who have been trained in organisation, maintenance and management of such spaces (disaggregated by gender, age and geographical area)</p> <p>c. % of participants who declare to be satisfied with training results (sex disaggregated)</p>	<p>a.0</p> <p>b.0</p> <p>c.0</p>	<p>a. at least 2 persons per school/centre</p> <p>b. at least 2 persons per school/centre (when equipped with laboratory)</p> <p>c. 85%</p>	<p>MED and MAPTSS publications</p> <p>Project reports</p> <p>Training reports</p>	<p>Directors, subdirectors and managers of laboratory and workshop spaces are available and interested to participate in the training actions.</p>
	R.3.1 A strategy stimulating integration of young graduates in the labour market, as well as practical and legal tools for implementation, are designed, adopted and tested	<p>a. Study with proposals for a gender sensitive strategy and legal provisions enabling and favouring internships and apprenticeship submitted to GoA</p> <p>b. Nr. of apprenticeship contracts signed between TVET centres and schools and employers</p> <p>c. Study on the implementation of practical tools</p>	<p>a. 0</p> <p>b. No data. To be determined during the baseline study</p> <p>c. 0</p>	<p>a. 1 study submitted by mid-2nd year</p> <p>b. at least one per course in each VET school</p> <p>c. Study finalised by end of 4th year</p>	<p>Project reports</p> <p>Statistical data collected by MED and MAPTSS</p>	<p>GoA committed to adopting new tools, including legal amendments</p> <p>GoA able to collect relevant data</p>

	Results chain	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
	R.3.2 GIVAs and MAPTSS' Employment Centres have been endowed with adequate organisation, tools and skills to effectively inform, guide and support the entry of TVET trained persons into the labour market.	<p>a. Systems to collect and disseminate information on job opportunities and to follow-up TVET graduates' integration in the labour market were designed and implemented.</p> <p>b. Nr. of staff members of the implementing institutions trained by the project (sex disaggregated)</p> <p>c. Nr. of TVET fairs/information days organised in the provinces and nr of participants and n° of persons attending (sex disaggregated)</p>	<p>a. Systems do not exist (follow-up) or are inefficient (job opportunities).</p> <p>b. 0</p> <p>c. 0</p>	<p>a. 14 such systems are operating in the selected provinces.</p> <p>b. At least 2 persons by institution</p> <p>c. 7 per year, starting 2nd year of the project, 15 000 persons attending per year</p>	<p>MED, MAPTSS and partner institutions' publications</p> <p>Project reports</p> <p>Press/media publications</p>	<p>The partner institutions in the selected provinces are committed to participating in the activities. Their staff members own project deliverables and ensure their continued use.</p> <p>TVET students and trainees are interested and appreciate the support they receive.</p>
	R.3.3 TVET students and trainees, as well as their families and communities are provided with guidance and support for entrepreneurship.	<p>a. % of TVET graduates who benefited from entrepreneurship and employment service centres support (disaggregated by gender, age and geographical area).</p> <p>b. % of TVET graduates guided by the project who have created their own business (disaggregated by gender, age and geographical area)</p>	<p>a.0</p> <p>b.0</p>	<p>a. 50%</p> <p>b. 40%</p>		<p>The partner institutions in the selected provinces are committed to the activities. Their staff members own project deliverables and ensure their continued use.</p> <p>TVET students and trainees are interested and appreciate the support they receive.</p>