

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

3.3 Mainstreaming

Environmental Protection & Climate Change

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

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

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

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

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

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

The EIA (Environment Impact Assessment) screening classified the action as Category B not requiring an EIA, but for which environmental aspects will be addressed during the design.

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

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

Gender equality and empowerment of women and girls

As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that in terms of gender equality, the programme will intervene at various levels to address gender imbalances in the TVET system by promoting gender equity in sectoral policies and strategies, collecting and producing gender-differentiated data, ensuring gender equity in the selection of candidates for teacher and trainers training courses, and complementary entrepreneurship training, promoting women's participation in non-female economic sectors (energy, transport and logistics), producing gender-sensitive orientation and training materials, organising courses in a way that take into account gender and the needs of young mothers in need of professionalising, and addressing issues of sexual harassment in the various training courses offered. The Action will follow the recommendations of the EU's GAP III and will use relevant tools and studies to ensure gender mainstreaming.

Human Rights

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