

	significantly increase the budgetary allocation for ITAs.			
Social/population	Resistance to work on human rights and gender equality	Medium	Medium	An updated gender sector analysis will be conducted at the beginning of the action to inform the implementation of the action, and in particular the activities to be conducted additionally.

Lessons Learnt:

Public schools' building maintenance is a major challenge in Angola. The greatest number of ITAs' buildings do not comply with the required standards in terms water and sanitation, electric installation and accessibility for disabled people. Investments will require a commitment of the authorities for budget increase allocation of ITAs for maintenance purposes but also commitment to a medium/long term maintenance management plan. Gender equality will not be achieved unless cultural practises and beliefs are challenged at local community level. Therefore, girls will not feel empowered unless their families, local authorities and religious entities validate their empowerment. If the integration of gender equality in the training and operational systems of ITAs wants to have a positive and sustainable effect in girls empowerment, the local community needs to be involved in the transformation process. That is why the action include gender equality awareness-raising and advocacy activities at community level.

3.5 The Intervention Logic

The Action will strengthen the training delivered by ITAs oriented towards employment/earning opportunities in the agriculture and farming sector, prepare future professionals working on sustainable food systems based on the sustainable management of natural resources and climate resilient/smart agricultural approaches with the aim to achieve long-term higher productivity and farm incomes under climate variabilities in the respect of the environment and biodiversity. Higher productivity will decrease production costs and will result on cheaper products thus increasing domestic and external demand and attracting investment in the sustainable farming and agriculture sector. In addition, higher productivity based on circular economy principles while adapting to climate variabilities will lead to durable earning opportunities for ITAs graduates.

Agriculture/farming products with more affordable prices will help reduce food insecurity and improve nutrition in rural areas. In turn, poverty will be alleviated in those areas as a lower percentage of households' income will be spent on foodstuff.

In addition, gender equality and human rights will be part of the training modules that will be designed for ITAs teachers, ITAs curricula will integrate gender-related aspects, and community sensibilisation activities and advocacy activities will be carried out in order to increase the rate of female graduates, teachers and school managers in ITAs.

The continuous training of teachers and an improved curricula based on a climate resilient approach will equip ITAs graduates with the knowledge and skills required to adapt to the current needs of the agriculture and farming sector contributing to reducing food insecurity, poverty, malnutrition, and incidence of child labour.

The integration of gender equality in the curriculum, teaching methods and infrastructure as well as the counselling/mentoring offered, would enhance women capacity recognising their key role in combating food insecurity, persistent poverty, child labour, climate change and environmental degradation¹⁴.

The achievement of the expected results is conditioned by the good execution of a set of activities, which have been validated by the ITAs' pedagogical teams met during the feasibility study. The planned activities include workshops for reflection and planning of curricular reforms and for the implementation of new pedagogical approaches and the acquisition of teaching materials and logistics. For learners, as for the majority of teachers currently working in ITAs, it is proposed to change quite radically from a diploma approach to a competency-based qualification approach.

¹⁴ A previous experience of the EU in Somalia¹⁴ showed that introducing a gender transformative approach in both construction and energy TVET training fostered positive change in perceptions of women's role, both at the community level and in the labour-intensive sectors of road construction and renewable energy.