

Induced outputs	IO 1.1 Increased opportunities for access with gender equality to (technical) high schools (grade 10, 11, 12).	IO 1.1.1 Number of students receiving scholarships in lower and upper secondary education	IO 1.1.1. Lower secondary education scholarship number: 102,164 (female 59.42%) (Source: Annual education congress report (CR) 2021/2022, published in April 2022 (CR 2022) page 82) + Upper secondary education scholarship number: 11,070 (female 60.19%) (Source: CR 2022, page 83): Total: 113,256.	IO 1.1.1 TBD in 2024 in the next ESP (2024-2029), targets per year and sex disaggregated	IO 1.1.1 ESP for target; Annual Congress Report for reporting
	IO 1.2 “Improved curriculum of technical education (“dual training system”) with a focus on low carbon, climate-adapted techniques, hand in hand with digitalisation	IO 1.2.1 Number of people who have benefited from institution or workplace based VET/skills development interventions ((including on low carbon, climate adapted and digital subjects) supported by the EU: (a) all VET/skills development, (b) only VET/skills development for digitalisation, sex, ethnicity and disability whenever possible disaggregated (GERF 2.14 and GAP III)	IO 1.2.1 0	IO 1.2.1 TBD upon inception	IO 1.2.1 Twinning Report
	IO 1.3 Improved teacher training in technical education	IO 1.3.1: TBC	IO 1.3.1 0	IO 1.3.1 TBD upon inception	IO 1.3.1. Twinning report
	IO 1.4 Increased gender equality in opportunities for access to STEM subjects in higher education with a focus on climate change adaptation and mitigation measures	IO 1.4.1 Percentage of students enrolled in STEM programmes (including on energy audit and climate-adapted agriculture),, disaggregated by sex, ethnicity and disability whenever possible,	IO 1.4.1 30.69% (M: 44.92%, F: 17.74%)(2020/21)	IO 1.4.1 TBD (2027)	IO 1.4.1 ESP for target; Annual Congress Report for reporting
		IO 1.4.2 Fast-tracking undergraduate programmes for technical high school graduates	IO 1.4.2 Currently, there is no fasttracking of technical high school graduates at undergraduate level	IO 1.4.2 Fasttracking in place by the end of the programme (2027)	IO 1.4.2 Annual Congress Report and Twinning reports
		IO 1.4.3 Extent to which appropriate policies and measures are implemented by government to improve the access of girls and women to inclusive and quality education, including STEM fields and quality digital education and training (GAP III)	IO 1.4. 3 There are currently no appropriate policies in place to improve access of girls and women to STEM mayors in higher education	IO 1.4.3 A policy is in place	IO 1.4.3 Annual Congress Report