

				indicates that a business has a responsibility to do good (e.g. by investing in education and skills development). Analyse and carefully select industry sectors for cooperation.
Planning, processes and systems	Vague responsibilities and mandates between government stakeholders - The TVET reform process has just started with two new bodies responsible for TVET and a new directorate for TVET at the MoE. Responsibilities could overlap, and it takes time to become attuned to one another.	Medium	Medium	There are laws in place that clearly state the responsibilities and mandates of the relevant government stakeholders. Intensively advise, build capacities, and guide the relevant government stakeholders. Facilitate meetings between the relevant government stakeholders.
Planning, processes and systems	High political influence due to high political attention for TVET - Too much control by government authorities due to high political attention for TVET.	Low	Medium	Provide technical advice to point out the importance of involving a variety of stakeholders in decision-making processes, especially the private sector. Develop a catalogue with implementation partners, which ensures a transparent selection process of stakeholders that are involved in certain activities.
Planning, processes and systems	Foundational skills are not developed sufficiently among the target beneficiaries to ensure a smooth sustainable transition to VET	Low	Medium	The objective of the national Education strategic plan 2018-2030 related to the learning outcomes are a clear response to this risk. The action will closely monitor the achievement against the objectives.
People and the organisation	Lack of infrastructure for TVET providers - Training providers may not be sufficiently equipped to implement CBT and practice-oriented training.	Medium	Medium	Consider available resources at existing TPs while selecting trade areas and regions for implementation. Ensure strong partnership with private sector for practical training. Reserve a budget line for support with equipment for TPs where necessary.
People and the organisation	Lack of interest among students to opt for green skills due to unknown employment potential and gender stereotypes and discriminatory social norms - Only few students enrol into green TVET programmes.	Medium	Low	Integrate green skills into existing CBT programmes rather than developing new ones. Highlight the importance of green skills through information and image campaigns in gender sensitive manner.

Lessons Learnt:

Below is a list of lessons learnt that have been identified in collaboration with key stakeholders. These lessons should be considered in the design and implementation of the new action:

- There is political will to push the TVET reform agenda. Government partners are very committed to working towards the transition of a CBT-based TVET system.
- There are a number of laws, policies, and guidelines in place that “only” need to be implemented.