Ethiopia - Country Plan of Implementation
Orange Knowledge Programme (OKP)

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List of abbreviations

AGP Agricultural Growth Programme
AI Artificial Insemination
ASAL Arid and Semi-Arid Land
ATA Agricultural Transformation Agency
ATP Anti Terrorism Proclamation
ATVET Agricultural Technical and Vocational Education and Training
CASCAPE Capacity Building for Scaling up Evidence-based best practices in Ethiopia
CPI Country Plan of Implementation
DA Development Agent
DairyBISS Dairy Business Information and Support project
EDGET Enhancing Dairy Sector Growth in Ethiopia
EHPEA Ethiopian Horticulture Producers and Exporters Association
EKN Embassy of the Kingdom of the Netherlands
ENTAG Ethiopian Netherlands Trade Facility for Agribusiness
EP RDF Ethiopian People's Revolutionary Democratic Front
FNS Food and Nutrition Security
FTC Farmer Training Center
FTVETA Federal Technical and Vocational Training Authority
GTP Growth Transformation Plan
HE Higher Education
HERQAA Higher Education Relevance and Quality Assurance Agency
HESC Higher Education Strategic Centre
HortiLIFE Horticulture Livelihood, Innovation and Food Safety in Ethiopia
IDPs Internally displaced people
IWRM Integrated Water Resources Management
LIC Low Income Country
MASP Multi Annual Strategic Plan
MoE Ministry of Education
MoALR Ministry of Agriculture and Livestock Resources
NFP Netherlands Fellowship Programmes
NICHE Netherlands Initiative for Capacity-development in Higher Education
NIMD Netherlands Institute for Multiparty Democracy
NNP National Nutrition Programme
NWP Netherlands Water Partnership
OKP Orange Knowledge Programme
PWG Permanent Working Group
RVO Rijksdienst voor Ondernemend Nederland / Netherlands Enterprise Agency
SHAEA Strengthening Higher Agricultural Education in Africa
SMIS Small Scale & Micro Irrigation Support Project
SNPR Southern Nations, Nationalities, and Peoples’ Region
SRHR Sexual Reproductive Health and Rights
SRoL Security and the Rule of Law
TVET Technical and Vocational Education and Training
TVETA Technical and Vocational Education and Training Authority
TVC  Technical and Vocational College
UN  United Nations
VC  Value Chain
VTC  Vocational Training Centres (or youth polytechnics)
WASH  Water, Sanitation and Hygiene
I. Introduction

This document describes the purpose and intentions of the implementation of the Orange Knowledge Programme in Ethiopia. It follows on an identification process in which capacity needs in the country have been analysed in the light of the available information and discussions with stakeholders. This approach has helped to define the priority intervention area(s) and to formulate the outcomes to be achieved.

The Dutch organisation for internationalisation in education (Nuffic), administers this programme on behalf of the Ministry of Foreign Affairs of the Netherlands. Nuffic is responsible for its implementation and follow-up in accordance with each Country Plan of Implementation (CPI).

A first version of this Country Plan of Implementation was published in September 2018, which focused on Food and Nutrition Security. Minister Kaag’s policy memorandum “Investing in Perspective”, the letter “Focus Regions” to Parliament and discussions with several stakeholders prompted Nuffic to make suggestions for adaptation and expansion of the Orange Knowledge Programme. These suggestions guarantee the relevance and impact of the programme in a changing policy context. As a result of these suggestions, extra funding has become available within the Orange Knowledge Programme for Ethiopia for capacity development in the field of (a.o.) Security and the Rule of Law (SRoL). In this version information on SRoL in the context of the Orange Knowledge Programme in Ethiopia has been added. Please refer to Chapters IV (identification), V (ToC and expected outcomes), VII (Budget) and VIII (Harmonisation) for the added information.

II. Brief presentation of the Orange Knowledge Programme

The Orange Knowledge Programme (OKP) is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements including increased involvement of alumni, attention to cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the OKP partner countries.

The Orange Knowledge Programme will last for 5 years and will be implemented through three types of interventions:

- individual scholarships,
- group trainings and
institutional projects focusing on sustainable improvement of technical and higher education capacity.

For further information on the OKP reference is made to annex 1.

III. Present state of affairs

Ethiopia - the second most populous country in Africa – has long been a de-facto one-party state with a planned economy. However, the newly appointed new Prime Minister Abiy Ahmed has started a drastic reform program to increase room for both political and economic liberalisation.

For more than a decade before 2016, the Ethiopian economy grew at a rate between 8% and 11% annually – one of the fastest growing states among the 188 IMF member countries. This growth was driven by government investment in infrastructure, as well as sustained progress in the agricultural and service sectors. More than 70% of Ethiopia’s population is employed in the agricultural sector, but services have surpassed agriculture as the principal source of GDP.

Ethiopia has one of the lowest levels of income-inequality in Africa as well as in the world. Despite progress toward eliminating extreme poverty, Ethiopia remains one of the poorest countries in the world, due both to rapid population growth and a low starting base. Over 29% of the population lives below the poverty line.

Despite the announced reforms, the state is heavily engaged in the economy. Key sectors may be partially privatised, but the state will retain a majority share, for instance in telecommunications, banking and insurance, and power distribution. Under Ethiopia’s constitution, the state owns all land and provides long-term leases to tenants. Title rights in urban areas, particularly Addis Ababa, are poorly regulated, and subject to corruption. Ongoing infrastructure projects include power production and distribution, roads, rails, airports and industrial parks.

In 2015, the government finalised and published the current 2016-20 five-year plan, known as the Growth and Transformation Plan II (GTP II), which emphasises developing manufacturing in sectors where Ethiopia has a comparative advantage, such as textiles and garments, leather goods, and processed agricultural products.

As far as the political situation is concerned, the 2015-2016 demonstrations have clearly indicated there are structural fault lines within the Ethiopian system of ethnic federalism.

Under the state of emergency from October 2016 to July 2017, the ruling political coalition in Ethiopia, the Ethiopian People’s Revolutionary Democratic Front (EPRDF) took several measures to mitigate what it declared to be the main drivers for the popular discontent. The government has initiated talks with the opposition with a view to easing the tensions and amending the electoral law. As frustration and unemployment have been identified as root causes in the unrest, new programmes were launched to create jobs for Ethiopians, as well as for refugees. As a safe haven for over 8.5 million refugees, Ethiopia is a generous and welcoming state, seeking partnership with the EU on refugee matters. With job creation and economic growth in mind, Ethiopia is actively seeking new foreign direct investment to boost
Abiy Ahmed was appointed the new Ethiopian Prime Minister in 2018, taking over from Hailemariam Desalegn after his unexpected resignation in February of that year. Mr Abiy is praised as an astute politician with impressive academic and military credentials. He is the country’s first Oromo leader - the ethnic group at the centre of nearly three years of anti-government protests. Mr Abiy has introduced an impressive set of reforms. He has initiated a peace deal with long term adversary Eritrea, released thousands of (political) prisoners and invited exiled opposition groups back to the country. Many repressive laws, such as the Anti Terrorism Proclamation, the Civil Societies Act (‘CSO-Law’), the media law and electoral laws are currently under revision.

There are, however, challenges ahead. In several places local tensions erupted in communal violence that has displaced 2.8 million people.

**Education and training in Ethiopia**

Formal education was introduced around 1800, but it took until after the Second World War for education to be given any amount of priority. Many educational institutions were subsequently established, with a focus on teacher training. However, the majority of the population still had little to no access to education.

The current Ethiopian government recognises the importance of education for national development. Policy is mainly aimed at expanding the education sector, improving quality and ensuring that educational content is harmonised with the country’s economic needs.

In accordance with the federal structure, each of the country’s nine states and two urban administrations have their own educational bureaus (National Regional States Education Bureaus). These Bureaus are responsible for the administration and management of the general education, technical and vocational education and teacher-training programmes and institutions. The federal Ministry of Education is responsible for higher education. The Ministry of Education formulates policy and guidelines, which are implemented by the various Bureaus.

The education system comprises of both formal and non-formal education. Non-formal education includes a broad scope of educational programmes for all age categories, catering to both school leavers and new pupils. Formal education encompasses pre-school education, primary and secondary education (general education), technical-professional education and higher education. Please refer to annex 4 for an overview.

Education is free at all levels. The official language in primary and secondary education is Amharic. English is the official language in post-secondary and higher education.

**Post-secondary education**

The education sector is pivotal to the Ethiopian Government’s Growth and Transformation Plan II. It is key to driving forward the country’s economic development and creating prospects for the rapidly growing population. The past two decades have seen funds invested in extensive structural measures, resulting in the construction of universities and
vocational schools across the country. Today Ethiopia has 381 universities, compared with just two at the beginning of the 1990s. Between 2011 and 2015, the number of vocational schools almost doubled to 1,329.

More than 350,000 students are enrolled in vocational colleges and more than 750,000 study at universities (2015).

The expansion of the education system is opening doors for young people, but it is also a challenging undertaking: up to now, teaching staff have often not been suitably qualified, quality standards have been inadequate or non-existent, and courses have lacked practical relevance. As a result, graduates of vocational schools and universities often do not meet the requirements of Ethiopia’s burgeoning economy. The institutions responsible for designing education reforms that will promote quality assurance and labour market relevance are the Federal TVET Agency, regional TVET agencies, the Higher Education Relevance and Quality Assurance Agency (HERQA), the Education Strategy Center and the Ministry of Education.

At a country level, there is a national TVET strategy developed in 2008, which is the guiding document for all TVET programmes in the country, including Agricultural Technical and Vocational Education and Training (ATVET). This strategy advocates for a comprehensive and integrated TVET system, which is decentralised and outcome based in its approach.

The main strategic directions that will be pursued by the Ethiopian government with GTP II to improve educational participation are as follows:

**Technical and Vocational Education and Training**

Appropriate quality assurance monitoring and support will be carried out among TVET institutions to maintain the quality and implement the design of TVET systems in an organised manner. To achieve this, government investment will increase and cooperative training will be fully implemented to ensure the provision of human resource that will satisfy the nation’s demand for skilled human power. The TVET system will continue to serve as a potential instrument for technology transfer, through the development of occupational standards, accreditation of competencies, occupational assessment and accreditation and the establishment and strengthening of the curriculum development system. Technical and vocational education and training institutions will serve as centres of technology accumulation for micro and small scale enterprises.

In GTP II, it is foreseen that the number of TVET institution will increase from 1,329 in 2014/15 to 1,778 by 2019/20 through the expansion of government, non-government and private TVET institutions.

**Higher Education**

The direction of the next five years plan is to ensure quality and relevance in the public and private higher education institutions. To achieve this, the management and administration system of universities will be strengthened, while the Higher Education Strategic Centre (HESC) and the Higher Education Relevance and Quality Assurance Agency (HERQAA) will be

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capacitated to achieve their missions. In addition, the capacity of other relevant stakeholders will be built.

To further expand access to higher education, 11 new universities will be established during the GTP II period. Accordingly, it will focus on the development of university teachers, and on equipping research, laboratory and workshop facilities to ensure the quality of higher education. To improve the quality of education, teacher development programmes will be strengthened and teacher-to-student ratio will reach 1:19. To achieve this, the number of teachers will reach 33,030 by the end of the GTP II period.

Each university will implement one to three thematic areas of excellence that distinguishes the university from others depending on the context of the area where the university is found. All curricula will be revised based on integrated competence-oriented education system. In general, during the next five years, training programmes will focus on science and technology fields and its quality will be enhanced in efficiency to bring it on par with similar foreign institutions. Special support will be given to science and technology institutes and selected technology institutes. A framework for national higher education institutions’ international partnership and collaboration will also be developed.

**Bilateral relationship: Ethiopia and The Netherlands**

Ethiopia is a longstanding development partner of the Netherlands; Ethiopia and the Netherlands have had a development cooperation relationship for more than twenty years now, working together in various sectors.

The Dutch policy for aid and trade connects very well to the Ethiopian context and is perceived as an important input for GTP II. Furthermore, the Netherlands has been able to build a good relationship with the regional governments of Oromia and, to a lesser extent, Amhara. These regions are the main focus for Dutch investments (both aid and trade) and crucial for the stability of Ethiopia and – by default – the Horn of Africa. The relationship between Ethiopia and the Netherlands is based on mutual trust and (economic) interests, which make the Dutch leverage in Ethiopia larger than might be expected.

Presently, the Netherlands embassy is funding development programmes in three of the four current priority areas of Dutch development cooperation, namely: (1) Food and Nutrition Security (FNS), (2) Sexual and Reproductive Health and Rights (SRHR) and (3) Security and the Rule of Law (SRoL), but there are also Dutch-funded water programmes financed directly by the Ministry of Foreign Affairs in The Hague.

**History of cooperation**

The Netherlands Programme for the Institutional Strengthening of Post-Secondary Education and Training Capacity (NPT) and NICHE are being implemented in Ethiopia since 2003. In 2014, Nuffic and Ethiopia celebrated the 10th anniversary of the programmes.

The programme in Ethiopia consists of nineteen NICHE projects, one Innocap project and one NICHE learning initiative, with over fifty Ethiopian partners (for an overview of the projects, please refer to our website). The programme supports the policy priorities Food Security (12
projects), Health / SRHR (5 projects), Private Sector Development (1 project), Education (2 projects) and Gender (1 learning initiative). Of these projects four (3 FNS, 1 SRHR) started in the beginning of 2017.

The Netherlands Fellowship Programmes (NFP) are also implemented since 2003. Since 2015, 659 scholarships have been awarded to professionals, giving them an opportunity to participate in a short course, master’s degree programme or PhD track in the Netherlands. Furthermore, 18 tailor made trainings and 2 refresher courses have been executed in Ethiopia since 2015. Ethiopia is one of the countries with the largest number of NFP and NICHE/NPT alumni. Several activities have been organised for and by them in the last few years.

An external evaluation of the NPT and NICHE programmes in Ethiopia took place in 2016. In the agricultural sector, according to the evaluation, both programmes have contributed to an increased output of qualified graduates, especially in the field of horticulture and agribusiness by successfully establishing quality study programmes. Not only provided these programmes a regular inflow of quality graduates to the growing agricultural market, they also enhanced the reputation of the Ethiopian requesting organisations and its graduates. The positive experiences of employers with the level of qualification of graduates and examples of enhanced university-industry relations demonstrate how NPT and NICHE have contributed to the agricultural sector in Ethiopia.

Please refer to annex 6 for the NFP/NICH annual report 2017 for Ethiopia.

IV. Identification of the needs

This section describes the main outcomes of the needs assessment and covers the gender/inclusion and labour market situation in relation to post-secondary education in the context of the selected priority themes.

The selected priority themes

The main priority theme is:

- Food and Nutrition Security (FNS) (with emphasis on dairy, horticulture and water in support of FNS);

As of 2019, interventions in the following themes will take place in Ethiopia:

- Security and the Rule of Law (SRoL);
- Sexual and Reproductive Health and Rights (SRHR).

Analysis of the priority themes

Food and Nutrition Security

Ethiopia is a predominantly agricultural country – more than 80% of the population lives in rural areas – that is in the early stages of demographic transition. Ethiopia’s rapid population growth
is putting increasing pressure on land resources, expanding environmental degradation, and raising vulnerability to food shortages.

Rural poverty is exacerbated by persistent lack of rainfall, especially in the Eastern and Southern parts of the country, and increased prevalence of droughts, as rain-fed agriculture is the foundation of the economy, employing 85 percent of the workforce and accounting for 47 percent of the national GDP. In addition, sources indicate that in 2014/15 alone, 75% of all export earnings come from the agriculture sector (FDRE, 2015). Over the past fifteen years the average growth rate was close to seven percent per year (according to official statistics). Sources of growth were an increased area under cultivation and increased productivity. The latter thanks to large public investments in the sector such as agricultural extension and rural roads and to improved land tenure security².

While there is enormous potential for agricultural growth, small holder farmers who contribute to 95 percent of the agricultural GDP are challenged by an ineffective and inefficient agricultural marketing system, underdeveloped transport and communications networks, underdeveloped production technologies, environmental degradation, and lack of participation in decisions related to their livelihoods.

Household food insecurity, hunger and undernutrition remain critical issues; the poor nutritional status of women and children has been a consistent problem in Ethiopia. Undernutrition is an underlying cause of 53 percent of infant and child deaths. Rates of stunting and underweight have decreased over the past decade but remain high with 44 percent of children under five stunted and 29 percent underweight. Lack of dietary diversity and micronutrient-dense food consumption, and problematic child feeding practices contribute to the high rates of child undernutrition. Only half of infants are exclusively breastfed and introduced complementary foods at the appropriate time, and only four percent of young children are receiving a minimal acceptable diet. One quarter of women of reproductive age are undernourished, leaving their children predisposed to low birth weight, short stature, lower resistance to infections, and higher risk of disease and death.

The Agricultural Growth Programme II (AGP II) of the Ethiopian Government aims at supporting the government’s strategy for agricultural growth as outlined in the GTP II. This requires both increases in productivity and creating access to market. Growth should be sustainable and inclusive and therefore stresses the attention for natural resources management and the participation of women and youth. The programme’s objective is to increase agricultural productivity and commercialisation of targeted small holder farmers and also contributes to dietary diversity and consumption at household level.

The opportunities for increased land expansion for smallholder production are limited. For further agricultural growth the productivity of farm holders has to be increased. This requires further identification of technologies to support increased productivity, greater attention to smallholder farmers, access to inputs, conserve land resources and an effective extension system to disseminate technologies and knowledge. To improve smallholders’ livelihoods, agricultural water development is very important. Irrigation could help farmers to increase their

² For more information please refer to the Agricultural Growth Plan II, Federal Democratic Republic of Ethiopia, Ministry of Agriculture, January 2015
crop diversity with high value crops and enables multiple cropping seasons. Specific attention has to be paid to female farm managers’ needs. They produce 23% less per hectare than male farm managers. Attention points are labour saving technologies for women, customised information to the needs of female farmers and decreasing the time needed for household responsibilities.

As hunger and undernutrition are still critical issues in Ethiopia, agricultural growth should be nutrition sensitive. The National Nutrition Programme (NNP) focusses on the consumption of diversified diets at household level through 1) diversification of crop, fruit and livestock, 2) promotion of appropriate food production and processing technologies, 3) building capacity of Development Agents (DAs) and agriculture programme managers, 4) supporting local food production and creating economic opportunities for women and 5) supporting agricultural research centres on developing seeds of high nutritional value.

Ethiopia has an agricultural extension system throughout the country to support the implementation of the GTP II. At the moment there are more than 70,000 DAs, also called agricultural extension workers, who work on the national extension programme and at the Farmer Training Centres (FTC’s). The centres were established to enhance the knowledge and skills of farmers who traditionally do not participate in the formal learning system.³

**Horticulture**

The country’s economic and population growth causes a high demand for food, raw materials for the agro-industry and agriculture produce supply for the domestic and export market. It is therefore pivotal to effectively and sustainably exploit the available natural resources and to develop the agriculture sector. Horticulture plays an important role in this development.

In horticulture, nearly 4 million hectares is cultivated and 6 million tons of fruit, vegetables and root crops is harvested (2015/16). From the total amount produced in 2015/16 nearly 163,230 ton horticulture produce (fruit, vegetables and root crops) was exported. The Ethiopian government has committed itself to increase the export of agricultural products within the coming years.

Ethiopia’s strategy for the horticulture sector is to become one of the leading producing and exporting countries in Africa, with a better contribution to food and nutrition security, enhanced foreign currency earnings and better employment opportunities by 2019.

Some of the major problems affecting the sector are lack of technologies that can improve productivity, weak system of introducing existing technologies to farmers, backward farming methods, huge loss of produce due to backward post-harvest handling, traditional crop marketing and human resource capacity gaps. Furthermore, underdeveloped infrastructures like roads, electricity and telecom services have negatively affected the export performance of the sector.

Though in an infant stage, some progress has been made in the last 15 years with the introduction of high tech production technologies like green houses and related tools and equipment. This can mainly be attributed to the private sector; more and more modern farming

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³ Source: Agricultural Growth Plan II, Federal Democratic Republic of Ethiopia, Ministry of Agriculture, January 2015
techniques are introduced to ensure better productivity and quality of the products and to attain a strategic role on the global market.\textsuperscript{4} In the AGP II specific attention is given to crop production and plant health services. By improving access to yield increasing crop technologies and access to adequate support services, crop productivity and production can be increased. This could be an option for farmers to ensure food, income and nutrition security. The improvement of crop productivity and production through access to improved extension services should lead to the growth of agro-processing enterprises and stimulates the transition from low productivity subsistence agriculture to a high productivity commercial agriculture.

With the fast development of the market-oriented agriculture in Ethiopia, the demands for a well-functioning phytosanitary inspection and control system has gained increasing importance. As a precondition for sustained market access and export growth it is essential that Ethiopia’s’ phytosanitary services are in compliance with the international standards and regulations.

To promote crop productivity enhancing technologies the AGP II identifies two interventions 1) Search for, access to, and dissemination of good agronomic practices and 2) Establishing and strengthening vegetable and fruit nurseries.

The key activities to improve Plant Health Services are crop loss database development, strengthening plant quarantine stations, installing federal plant protection laboratory, equipping seed analysis laboratory, strengthening plant health clinics and establishing international standard pesticide laboratory as well as conducting studies and promotion of Integrated Pest Management (IPM).

To improve capacity in crop production and plant health services the focus is on improving the capacity of agronomists, entomologists, pathologists and in crop production and protection professionals. Emphasis will be made for equal participation of men and women farmers, DAs and Subject Matters Specialist (SMS).\textsuperscript{5}

Building capacity and skills should not only be concentrated in crop production and plant health services but in all horticulture value chain actors and is essential to the strengthening of the sector. Furthermore, the improvement of the horticulture education system should be a key issue in Ethiopia to produce better skilled professionals and to achieve a compatible position in the international market. This includes curriculum improvement and an update of basic infrastructures to facilitate practical lessons and training activities.\textsuperscript{6}

Dairy
Since 1993 Ethiopia has a market led economy phase that encourages private sector investment in livestock/dairy farming and industrial sectors that are eligible for tax holidays and duty-free imported capital goods. However, the policies that favour private sector engagement are less practiced at ground level, making it difficult for the private sector to progress.

\textsuperscript{4} National Horticulture Development and Marketing Strategy, Federal Democratic Republic of Ethiopia, Ministry of Agriculture and Natural Resource, January 2018
\textsuperscript{5} Source: Agricultural Growth Plan II, Federal Democratic Republic of Ethiopia, Ministry of Agriculture, January 2015
\textsuperscript{6} Source: National Horticulture Development and Marketing Strategy, Federal Democratic Republic of Ethiopia, Ministry of Agriculture and Natural Resource, January 2018
Ethiopia has a global share of 2.86% in terms of livestock population, ranked 8th in the world. However, production and productivity are very low and Ethiopia is not self-sufficient in milk, although milk is a cash crop for smallholder farmers. There is unmet demand for dairy products in urban and village town markets that lead the country to spend foreign currency every year to import dairy products.\(^7\)

In 2010, a total of 2.940 million litres of milk were produced from about 9.6 million cows at national level. During the same year, dairying created an estimated 588,000 full-time on-farm jobs. In view of such a large number of dairy cows and the important number of producers engaged in the dairy sector, the mean annual milk yield per cow was only 305 litres. More than 99% of the dairy cattle population is local, which only produce around 13 percent of the average milk production of an improved cow. The Livestock Sector Analysis (LSA) results show that a future cow milk surplus could be realised through investment in better genetics, feed and health services, improving both traditional dairy farms and commercial-scale specialised dairy production units. Although milk production generally tended to increase during the last two decades at national level, the per capita milk consumption has decreased from 26 litres per annum in 1980 to 16 litres in 2009, which is extremely low in comparison to Africa and world average.

There is a critical shortage of animal feed in the country and when available it is expensive and of poor quality. Most producers also lack the knowledge of efficient utilisation of animal feed resources. The feed shortage is also partly attributed to the shortage of land for forage. Major dairy activities are breed improvement, pasture development, and animal health services. Artificial Insemination (AI) is largely to be used to improve cattle breeds, also local cattle breeds will be selected for milk production. The milk marketing system is not well developed giving the large majority of smallholder milk producers limited access to the market. In 2010, less than seven percent of the annual milk production was estimated to be marketed at national level.

Women play a predominant role in performing almost all dairy farm activities with the exception of breeding (e.g. AI) which is usually the domain of men. Building capacity of dairy value chain actors and supporters are key issues in technology scaling up processes of dairy growth programme. Moreover, training and preparing young animal science graduates in enterprise skills in specific career in the value chain would be key issue in Ethiopia.

Currently, the majority of the staff in the government’s extension system are ATVET graduates. The extension service only focusses on the existing majority of smallholder rural mixed farmers. The (peri)urban small but more specialised dairy producers receive some support in terms of training, advice, finances from development NGOs, which furthermore also focus on the


smallholder farmers. The current agriculture education system does not cater for the newly emerging specialized dairy farms and dairy plants\textsuperscript{10}.

**The embassy’s objectives in the field of FNS\textsuperscript{11}**

EKN prioritises in their capacity development interventions the federal government and the regional governments of Oromia, Amhara, Tigray and Southern Nations, Nationalities, and Peoples’ Region (SNNPR) including the regions as such. FNS interventions will focus on the highlands of these four regions.

The Dutch development cooperation policy in food security has three objectives or pillars: (1) eradicate existing hunger and malnutrition; (2) promote inclusive and sustainable growth in the agricultural sector and (3) create ecological sustainable food systems.

‘Food security’ is by far the biggest Dutch development cooperation programme in Ethiopia, judged by the number of projects and programmes as well by its financial envelope. Presently, it accounts for around 33 million euros a year.

The objective of Dutch support to food security is to contribute to increased access to affordable nutritious food through value-chain strengthening of the dairy and horticulture sectors in selected geographic areas. The Netherlands will intensify its focus on the dairy and horticulture sectors as both are important for increasing farm income and the supply of nutritious food. They also have potential for industrial processing and employment. Moreover, the Netherlands has strong expertise in these sectors and multiple Dutch actors (private sector, NGOs, knowledge institutes, OKP) are already active in Ethiopia or can play a role. This will allow a comprehensive value chain approach and also ensure ecological sustainability.

The objective of Dutch support to dairy development in Ethiopia is to contribute to the development of an inclusive dairy sector, which produces affordable, safe dairy products of high quality, especially for poor rural and urban consumers, enabling them to improve the nutritional quality of their diets\textsuperscript{12}. In horticulture, the focus will initially be on creating more synergy with other Dutch and non-Dutch interventions. Both dairy and horticulture are bound to be prominent in the transition from aid to trade as they have scope for more large commercial investments.

The medium-term objectives FNS 2018 – 2022 of EKN are:

1. Smallholder farmers’ output has grown and their income has increased;
2. Increased access to affordable nutritious food through value-chain strengthening of the dairy and horticulture sectors in selected geographic areas;
3. Food security and livelihoods of poor households has improved;

\textsuperscript{10} Adriaan Vernooij, Arjen Wals, Jan van der Lee, 2015. Visions on dairy capacity building for East Africa; Wageningen, Wageningen UR (University & Research centre) Livestock Research, Livestock Research Report B67

\textsuperscript{11} The embassy’s Multi Annual Country Strategy will be approved in October 2018, please note that slight changes could be made in the meantime

\textsuperscript{12} Towards a strategy for Dutch support for the development of the Ethiopian Dairy sector dd 6 March 2018
4. Capacities for efficient and equitable water resource management, particularly in the agricultural sector, have been built;
5. Enhanced capacities to increase access to and efficient use of water and sanitation services for poor households;
6. Capacities for environmentally sound development mainstreamed in relevant Dutch interventions;
7. Climate change mitigation and adaptation mainstreamed in relevant Dutch interventions and the use of renewable energy promoted.

During a Nuffic Orange Knowledge scoping mission in April 2018 stakeholders of the Ministry of Agriculture and Livestock Resources, the Agricultural Transformation Agency (ATA) and the Ministry of Education have been interviewed. Furthermore Nuffic organised a combined dairy-horticulture stakeholders’ meeting with representatives of the Ministry of Agriculture and Livestock Resources, the ATA, the programmes initiated by EKN, NGOs, private sector and Education. During this meeting the representatives gave their views and opinions on the Orange Knowledge Programme.

The stakeholders prioritised agricultural growth and sustainable food systems over eradicate malnutrition and identified the following obstacles to achieve agricultural growth:
Insufficient knowledge on fertigation, agronomy, water harvesting/irrigation, logistics, commercialisation/marketing and skills, poor linkages between the different actors (research-industry, within the value chain), extension system, agro-logistics, post-harvest and access to finance.

Opportunities to achieve agricultural growth are:
Capacity development, introduction/promotion of new technologies and value addition, promoting golden triangle (research, private sector and education (public sector)), decrease control and access to finance.
To create ecologically sustainable food systems the focus should be on consumer awareness, land&water governance, increase efficiency of leadership, improving the farming culture and introduce practical classes in ecological friendly agriculture at ATVETs.

These obstacles and opportunities could be addressed through the strengthening of post-secondary education in training on sustainable agronomic practises, dairy production, processing and marketing, management, capacity development for cooperatives and producers’ organisations, food safety and business skills. Interventions could be teacher training, on the job training, refresher training, internships and strengthening of ATVETs.

The education and training gap in the priority theme

Structure and current status of the provision of post-secondary education in FNS

Agricultural knowledge and skills are transferred on different levels: agricultural universities, ATVETs and Farmer Training Centres (FTCs).
The universities are under the responsibility of the Ministry of Education (MoE), the five federal ATVET colleges (Agarfa, Alage, Ardaita, Gewane and Mizan) under the Ministry of Agriculture and Livestock (MoAL) and MoE (through the Federal TVET Agency) and the fifteen regional ATVET colleges are under MoE (through the Federal TVET Agency) and the regional TVET/ Agricultural/ Educational bureaus (depending on the region). Please refer to annex 5 for an overview.

The more than 11,000 FTCs are under MoAL.
The Federal TVET Agency (FTVETA) is setting the standards for the federal and regional (Agricultural) TVET colleges and develops occupational Standards (OS) for all TVET education in consultation with the line ministries and the industry. For ATVET MoAL has a big influence on the development of the OS, because they are the employer of most of the graduates of ATVET colleges (in the extension system). MoAL has their own TVET department who is also in charge of implementing the OS in the curriculum for the ATVET colleges; especially of the five ATVET colleges who are under federal supervision.
FTVETA also has the mandate to develop the Competence exams, also known as CoC (Center of Competence), for level one up to five. For this CoC they select and train examiners to take the exams at college level.

The staff of all ATVET colleges is paid by MoAL. The ATVET colleges are producing the Development Agents (DA’s) who work on the Farmer Training Centres (FTC’s) and on the national extension programme mentioned earlier.
The ATVET colleges are also delivering the skilled agriculture labour for the private sector. Besides this, the Ethiopian Institute for Agricultural Research (EIAR), which is under the MoAL, is also giving support and training to local farmers, as well as to agricultural universities who have community development programmes in the areas where they are located.

Analysis of the education and training gap for the priority theme

A study into the current situation of practical agricultural education in Ethiopia revealed that the capacity of ATVET education is very low. Especially on practical training the colleges are not well functioning. This was confirmed at the OKP stakeholders’ meeting. Formally the ATVET colleges should offer 70% practical training and 30% theoretical training, but this is in practise impossible to achieve. The majority do not even reach 50% practical training. Challenges are the practical skills of the teachers themselves, lack of facilities and equipment to train practically and hesitance of the private sector to taken interns.
The private sector is also negative about the colleges. They do not deliver the workforce they need. Especially the international investors mentioned that they much better train their new employees themselves, instead of using graduates of an ATVET college. The graduates do have some knowledge, but hardly any practical and soft skills and little experience.
The linkages between the colleges and the private sector are weak and the colleges do not have a good understanding what the labour market actually needs.

14 Marijs, P., Together towards effective practical agricultural education - A study on the current situation of practical agricultural education in Ethiopia commissioned by RVO
The teachers have little experience and skills to implement the Occupational Standards. They are in most cases well developed by FTVETA, but the challenge comes when the college has to implement the curriculum and develop their training materials, including demonstration and exercise sites for the students to practice.

Instructors at an ATVET come from different sources. Most of them come from universities and a part of the instructors is TVET level 4 and 5 graduates. After graduation they are required to take a didactic and pedagogy skill training in order to prepare them for instructing students. This training is in some cases not available and in most cases ineffective, theoretical and too short. This results in instructors who don’t have skills in transferring the knowledge, especially in a practical way which is necessary, especially in the agricultural sector. The fresh instructors who graduated from universities are going to be instructors at ATVETs but do not have any hands-on experience and skills from their own education in practical agricultural education. Even most of them don’t know how to implement the knowledge they got from university.

The ATVETs in Holeta and Wukro are specialised in training TVET instructors, but only to train level 1 and 2. Furthermore, the Federal TVET Institute of Ethiopia (TVETI) teaches TVET instructors (to BSC level) across 15 sectors (of which Agriculture is one). It uses 50% theory and 50% practice in its own teaching. TVETI is mandated to train TVET instructors Recently, the TVETI has prepared 8 curricula in agro-processing instruction, which are now being offered at Holeta and Wukro ATVETs. Dairy processing is one of these (others include meat processing; fruit and vegetable processing; other curricula yet to be developed include animal feed processing technology, honey and beeswax, poultry products). The training materials for these courses exist but are considered as not yet sufficient. The TVETI lacks funds to develop blended learning materials. Special reference should be given here also to the scoping study commissioned by the Ministry of Agriculture, Nature and Food Quality in the Netherlands to assess the need, relevance, priorities, limitations and possible modalities to support dairy TVET programmes in the East African region. It presents clear recommendations for capacity building initiatives such as OKP how to contribute effectively to the systemic change considered necessary to enable and ensure that TVET systems and services are based on the needs of a professional, competitive, sustainable and inclusive dairy sector. The study also presents generic insights how to improve public responsibilities for the TVET provision in the broader agricultural domain (not only related to dairy), especially at system level, the initial education/training, the scope and options for the private parties in training & coaching, cost recovery options and business models.

15 Marijs, P., Together towards effective practical agricultural education - A study on the current situation of practical agricultural education in Ethiopia commissioned by RVO
16 Richard Hawkins, Mariëtte Gross and Harm Holleman. 2018. Scoping study to strengthen the Technical Vocational Education and Training in the Dairy Sector in East Africa commissioned by the Ministry of Agriculture, Environment and Food Quality of the Netherlands
17 Richard Hawkins, Mariëtte Gross and Harm Holleman. 2018. Scoping study to strengthen the Technical Vocational Education and Training in the Dairy Sector in East Africa commissioned by the Ministry of Agriculture, Environment and Food Quality of the Netherlands
Focus of the Orange Knowledge Programme in FNS in Ethiopia

Following stakeholder discussions Nuffic has identified that the primary focus of the OKP programme should be on improving the quality and employability of ATVET graduates (strengthening knowledge on specific subjects and increasing skills (practical/hands-on, life, entrepreneurial, financial and managerial)).

The following possible interventions to achieve this for FNS have been selected:
1. Strengthening the capabilities of TVET teachers in practical and life skills, as well as commercial and networking skills and in sustainable and gender-sensitive technologies to increase agricultural production and processing;
2. Improve the development and dissemination of (new) technologies to increase agricultural production in a gender sensitive and sustainable way;
3. Improve the awareness of latest developments and the managerial and linking capacity of management of ATVETs and organisations key to the sector;
4. Develop and strengthen linkages of ATVETs with universities, private sector (in industrial parks), farmers, input suppliers and key organisations;
5. Involve alumni in setting up and maintaining linkages.

These interventions will focus on federal level and on the highlands of Oromia, Amhara, Tigray and SNNPR and on the value chains of horticulture and dairy. They should be closely aligned to and collaborate with the projects of EKN.

Security and the Rule of Law

Since the end of 2015, the political landscape in Ethiopia has changed considerably. There has been an outbreak of large-scale protests in the country, especially in Oromia and Amhara regional states. These protests ultimately led to the resignation of prime minister Hailemariam Dessalegn, who was succeeded by Abiy Ahmed Ali in April 2018. Premier Abiy has launched an ambitious programme of democratic reforms, freeing thousands of political prisoners, inviting banned opposition parties back into the country, revising draconic laws such as the anti-terrorism proclamation and the very repressive NGO-law. He made peace with Eritrea and promised to hold the country’s first ever free and fair elections in 2020.

The democratic reforms introduced by Abiy hold great promise for the future. However, they have also provided space for old tensions to surface. Long suppressed grievances over access to land and real or perceived injustices from the past have led to violent conflicts, mostly pitted along ethnic lines. By the end of 2018 these conflicts, most of them along the borders of the regional states, had led to about 3 million internally displaced people.

Besides ethnic/political issues, land and water issues are also triggers for conflict. One of the ways in which this was demonstrated was through attacks on foreign investments and
enterprises, mainly in the agriculture/horticulture business, including several Dutch owned enterprises. 18

Despite the promise of democratic reform and free and fair elections in 2020, the ruling Ethiopian People’s Revolutionary Democratic Front (EPRDF) for now controls 100 percent of the seats in parliament. The institutional and legal impediments for sustained political space remain a challenge. Accountability for years of abuses, including torture and extrajudicial killings, and opening the space for political parties and civil society remain significant challenges for the new administration. There are indications that the reform process may ultimately be hindered by a lack of independent institutions to carry forward changes.

Nevertheless, Ethiopia has gained justified international praise for its reform agenda and continues to receive strong support from foreign donors and most of its regional neighbours, due to its role as host of the African Union, its contributions to UN peacekeeping, regional counterterrorism efforts, and migration partnerships with Western countries.19

The embassy’s objectives in the field of SRoL

Political governance and service delivery
The Netherlands will continue to cooperate with both federal as well as regional levels of administration, taking into account the fact that regional authorities are currently assuming administrative responsibilities that were previously held by the federal administration. This will further entail an increased focus on capacity-building support for regional level administrations.

The Netherlands is one of the few donors in the rule of law and governance sector, and works together with like-minded donors such as Denmark, Sweden, Norway and USAID, in supporting activities in the sector. The Netherlands is one of the few development partners with a strong focus on regional governments.

Against this background, the interventions of the Netherlands will concentrate on supporting evidence-based policy development and related capacity building (e.g. developmental and political governance, economic development models and global economy). In addition to a focus on higher levels of regional government, the Netherlands will also look for ways to cascade capacity-building efforts down to lower level administrations, particularly in areas where Dutch investments are located. Finally, capacity-building support will be provided to Oromia’s legal sector and Oromia’s parliament (as part of the NIMD partnership for Dialogue and Dissent).

As mentioned above, the Netherlands will consider which of these interventions could be offered to other regions as well. These activities will go hand-in-hand with existing and new interventions that seek to improve the effectiveness of federal institutions, such as an engagement with the Attorney General and the House of People’s Representatives.

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Peace and security

The efforts of the Netherlands are aimed at establishing legitimate stability and sustainable peace. Associated outcomes are on human security (reduced levels of violence and fear), strengthened rule of law (citizens are better able to access their rights) and improved capacity amongst regional and local authorities and societies at large to effectively prevent and resolve conflict in a non-violent and inclusive manner. Relevant cross cutting approaches are an increased conflict-sensitivity, prevention of violent extremism (PVE)-sensitivity and gender-sensitivity of programming, policy and practice.

Based on the Early Warning Early Action strategy, the Netherlands will seek to contribute to improved conflict prevention capabilities. An integrated approach on conflict prevention that involves all relevant stakeholders is crucial for achieving a lasting impact. The Netherlands will focus its political and diplomatic engagement with security actors in Ethiopia on the need to strengthen non-punitive and non-repressive responses to internal security challenges.

The Netherlands will continue to support the Peace Support Training Centre and explore possibilities to increase mil-to-mil (military-to-military) cooperation aimed at improving legitimate stability in Ethiopia and the region, by strengthening the professional capacity of the Ethiopian Armed Forces on fields such as the protection of human rights.

The Netherlands will contribute through diplomatic engagement and capacity building activities to the development of an inclusive national strategy to prevent and counter violent extremism (P/CVE) by the Ethiopian authorities.

The activities in the area of peace and security will as much a possible be carried out in coordination with activities in other areas.

The increase in the number of internally displaced people (IDPs), principally caused by political conflict, is not only a humanitarian concern but also risks undermining the stability in parts of the country. Therefore, assisting these IDPs directly contributes to conflict prevention. The Netherlands will therefore seek to support IDPs and will engage the authorities to expand access for IDPs to the Productive Safety Net Programme (PSNP).

Humanitarian needs

Through its core contribution to humanitarian organisations of the UN and the Red Cross and Red Crescent Movement and to the UN’s Central Emergency Response Fund (CERF) the Netherlands is enabling humanitarian organisations to respond to humanitarian needs in Ethiopia.

The Orange Knowledge Programme will support the embassy’s objectives in the field of Security and the Rule of Law with institutional cooperation projects and with scholarships for individual and group training. Possible areas of attention might be:

- Quality enhancement of judicial staff to implement security policies;
- Improvement of democratisation processes through the development and/or strengthening of independent media, journalism and political discourse;
• Supporting the democratisation process through the training of political parties and/or election boards;
• Strengthening of capacity in international and regional diplomacy with emphasis on female diplomats.

**Sexual and Reproductive Health and Rights (SRHR)**
While the focus of the Orange Knowledge Programme in Ethiopia is on Food and Nutrition Security and Security and the Rule of Law, it was decided with the Embassy of the Kingdom of the Netherlands, to reserve a minor part of the budget for interventions that aim at Sexual and Reproductive Health and Rights. No specific ToC has been developed for this intervention, but reference is made to the thematic ToC for SRHR and the aim for women’s rights and gender equality as cross-cutting theme in the policy notes on Foreign Trade and Development Cooperation (BHOS-notitie) and the long-term objective in the Multi-Annual Country Strategy 2019 t/m 2022 Ethiopia: Equal rights and opportunities for women and men in Ethiopia (MACS 2019-2922).

The Orange Knowledge support under this policy priority aims at strengthening the position and the performance of female students in TVET in order to prevent early drop-out and enhance the position of female TVET graduates. Specific capacity gaps/labour market needs that need to be addressed: strengthen gender offices in TVET colleges, in order to retain and empower female students. This should include issues like female leadership, gender-oriented curriculum development, sexual and reproductive health and rights, including gender-based violence/sexual harassment and practical issues as sanitary pads.

**V. Envisaged Theory of Change and outcomes**

Based on the analysis of needs and the consultations with the stakeholders, a theory of change for Ethiopia for Food and Nutrition Security and for Security and the Rule of Law has been formulated. This ToC is based on the general OKP ToC and describes the way the OKP programme will contribute to the Dutch development cooperation policy as described here. The OKP M&E framework is intended to make clear that all interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Ministry of Foreign Affairs (https://www.dutchdevelopmentresults.nl/theme/).

The OKP programme in Ethiopia aims at the following objectives, outcomes and impacts:

**For Food and Nutrition Security**

**Objective:**
Contribute to End hunger, achieve food security and improved nutrition and promote sustainable agriculture (SDG 2) and ensuring availability and sustainable management of water for all (SDG 6).

The following long-term impact will be aimed at:
1. Promote agricultural growth;
2. Create ecologically sustainable food systems;
3. Water in agriculture increased.

For Security and the Rule of Law

Objective:
Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (SDG 16)

The following long-term impact will be aimed at:
0. Human Security;
1. Rule of Law;
3. Peace and governance.

The following medium-term impact of both objectives will contribute to this:
(I) Education system (TVET/HE) is of good quality, relevant and accessible (SDG 4);
(II) Partnerships between persons and organisations are inclusive and sustainable (SDG 17);
(III) Organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce.

This will be achieved by the following outcomes:
A. TVET/HE organisations (in the selected partner countries and in NL) perform better their core tasks, firmly embedded in their environment (in line with country / regional specific labour market needs & aiming at inclusiveness);
B. Enhanced knowledge and skills of individuals and organisations in line with country / regional specific labour market needs & aiming at inclusiveness (in partner countries and in the NL).

Annex 2 describes the Theory of Change for Ethiopia.
Annex 3 provides an M&E matrix presenting the expected outcomes and connected indicators for the OKP country programme.

VI. Articulation and calls

The OKP offers different kind of capacity building interventions (see Annex 1):
1. partnership projects between TVET and higher education institutions locally and in the Netherlands;
2. Tailor-Made Training (TMT) for groups;
3. individual scholarships for mid-career professionals;
4. Alumni events.
Nuffic will publish calls for institutional collaboration projects and group training. Based on those calls key organisations in Ethiopia and in the Netherlands are invited to submit proposals that are aligned with the CPI and contribute to the ToC outcomes and impact in annex 2 and 3. Please refer to the policy framework that underlies the OKP and an explanation of the various OKP modalities.

In first instance the calls for institutional collaboration projects will focus on joint proposals of which the Ethiopian partner preferably has not been involved in previous programmes managed by Nuffic (e.g. NICHE).

For scholarships, please consult the OKP scholarship website. For updates on calls and other OKP information, please register via the OKP updates website.

Preliminary planning of implementation:

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPI published on Nuffic website</td>
<td>13 September 2018</td>
</tr>
<tr>
<td>First call published</td>
<td>15 September 2018</td>
</tr>
<tr>
<td>Deadline call</td>
<td>4Q2018</td>
</tr>
<tr>
<td>Selection partners</td>
<td>4Q2018</td>
</tr>
<tr>
<td>Start of first project in case joint proposals</td>
<td>January 2019</td>
</tr>
</tbody>
</table>

### VII. Indicative budget for the programme

As a general indication, the adjusted budget over the term of the programme is as follows (including extra funding for SRoL):

<table>
<thead>
<tr>
<th>Period of implementation 2018 – 2022</th>
<th>FNS and Water for FNS</th>
<th>SRoL</th>
<th>SRHR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional projects</td>
<td>EUR 2,748,171</td>
<td>EUR 2,650,000</td>
<td>EUR 1,000,000</td>
<td>EUR 8,368,010</td>
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<tr>
<td></td>
<td>EUR 1,269,839</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EUR 700,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(East African region)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TMT+</td>
<td>EUR 100,000</td>
<td>EUR 250,000</td>
<td>Not applicable</td>
<td>EUR 350,000</td>
</tr>
<tr>
<td>Other group training</td>
<td>PM</td>
<td>PM</td>
<td>PM</td>
<td>PM</td>
</tr>
<tr>
<td>Individual scholarships</td>
<td>PM</td>
<td>PM</td>
<td>PM</td>
<td>PM</td>
</tr>
<tr>
<td>Alumni events</td>
<td>PM</td>
<td>PM</td>
<td>PM</td>
<td>PM</td>
</tr>
<tr>
<td>Total</td>
<td>EUR 4,818,010</td>
<td>EUR 2,900,000</td>
<td>EUR 1,000,000</td>
<td>EUR 8,718,010</td>
</tr>
</tbody>
</table>

**Note:** The funds allocated to the programme as a whole and to each partner country’s programme may be subject to change, and this may affect the above indicative budget. The budget may also change in line with political decisions taken by the authorities. In consequence, Nuffic reserves the right to adjust this indicative budget and undertakes that, in this event, it will notify the relevant parties immediately.
Ethiopia is classified by the OECD as a Least Developed Country (LDC)\textsuperscript{[1]}. Proponents applying for Tailor Made Trainings and Institutional Partnership projects are encouraged to include co-funding in their proposals. This will contribute to reciprocity and ownership of results established within the collaboration between all partners. Integration of co-funding in the breakdown of budgets will be one of the assessment criteria in the selection of proposals. In forthcoming calls, more information will be given on the specific demands for co-funding.

VIII. Harmonisation and coordination with (inter)national projects and programmes

This section describes the strategy adopted to ensure that OKP activities are being identified and implemented in coordination with programmes conducted by the EKN, national government, NGOs and technical and financial partners (TFPs).

Food and Nutrition Security

Nuffic is closely monitoring national and regional programmes by other donors involving Ethiopia. Where possible links will be sought with national policies and other donors to make sure goals are aligned and impact can be enhanced. An example of such cooperation could be the World Bank’s Strengthening Agricultural Higher Education in Africa (SHAEIA) that is currently being developed and in which the Ethiopian government is considering to participate. This programme focuses on 6 key gap areas: 1) Agribusiness and Entrepreneurship, 2) Agri-food Systems and Nutrition, 3) Rural Innovations and Agricultural Extension, 4) Agricultural Risk Management and Climate Change Proofing, 5) Agricultural Policy Analysis, and 6) Statistical Analysis, Foresight and Data Management. Both the World Bank and the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) are interested in working together with the Netherlands in this programme.

In consultation with the embassy, Nuffic will organise monitoring missions during which meetings will be arranged with the relevant authorities and other stakeholders (TFPs, NGOs, the private sector, etc.), for the purpose of discussing any contextual changes that could impact the implementation of the OKP programme.

Programmes of the EKN

‘Food and Nutrition Security’ is by far the biggest Dutch development cooperation programme in Ethiopia, because of the number of programmes and its budget of EUR 33 million per year. EKN has programmes in the three pillars of FNS, (1) eradicate existing hunger and malnutrition; (2) promote inclusive and sustainable growth in the agricultural sector and (3) create ecological sustainable food systems. The projects and programmes are specific to the context of Ethiopia and are aligned with Ethiopia’s guiding development plan, the Growth and Transformation Plan, which is now in its second phase.

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\textsuperscript{[1]} OKP countries are classified in accordance with the list of Development Assistance Committee (DAC list) of the OECD.
Under the ‘eradicate hunger and malnutrition’ pillar, EKN’s major financial contribution goes to the Productive Safety Net Programme, one of the three flagship programmes of the Ministry of Agriculture and Natural Resources. We have been co-funding this programme since its very inception through a multi-donor trust fund managed by the World Bank.

The second pillar promotes inclusive and sustainable growth in the agricultural sector. Here, EKN’s largest contribution goes to the Agricultural Growth Programme, the second flagship programme of the Ministry of Agriculture and Natural Resources, again through a multi-donor trust fund managed by the World Bank. The Agricultural Growth Programme works with farmers in areas with a clear potential for agricultural growth and helps these farmers to increase their productivity and the marketing of their produce. The programme does this by boosting extension, input supply, investments, notably in irrigation, and marketing.

In addition to this, EKN is funding a number of projects working on certain themes. These projects have been designed partly or entirely to assist the AGP in achieving its targets:

1. CASCAPE (Capacity Building for Scaling up Evidence-based best practices in Ethiopia), implemented by the Dutch agricultural university in Wageningen. As its name says, CASCAPE tests and validates best farming practices at scale in collaboration with Ethiopian research institutes and makes them available to the bureaus of agriculture for them to use in the AGP;

2. SMIS (Small Scale & Micro Irrigation Support Project), a project co-funded with Canada. SMIS builds the capacities needed in AGP to design, construct, operate and monitor small scale irrigation schemes, a capacity which is still deficient in Ethiopia;

3. HortiLIFE (Horticulture Livelihood, Innovation and Food Safety in Ethiopia), which is working with smallholders, and is implemented by the Dutch development organisation SNV. Includes an intensive horticulture project which runs from 2019-2023;

4. Financial support to activities of EHPEA, the Ethiopian Horticulture Producers and Exporters Association;

5. EDGET (Enhancing Dairy Sector Growth in Ethiopia, 2018-2023) which is working with smallholders, and is also implemented by SNV;

6. DairyBISS (Dairy Business Information and Support project, 2018-2023) implemented by Wageningen Agricultural University. DairyBISS is working on the higher segment of the dairy sector, building the technical and business capacities of larger commercial dairy farms and dairy processors and collaborates with the LMD (Livestock Market Development) project of USAID;

7. ENTAG (Ethiopian Netherlands Trade Facility for Agribusiness), a project which is working with business associations in various sectors such as pulses, poultry and aquaculture. It is assisting entrepreneurs setting up businesses and existing companies to solve issues;

8. Contribution to the core funding of the ATA (Agricultural Transformation Agency), together with the Gates Foundation and other donors, as the ATA is a key player in tackling systemic bottlenecks in the agricultural sectors;

9. Through RVO (Netherlands Enterprise Agency) the Sustainable Enterprise and Food Security Fund. The fund launches regular calls for proposals for public private partnerships in the agri-sector. Right now Ethiopia has seven projects financed from this fund, such as public-private partnership on the production and processing of potatoes, the production of compost, financial services, dairy equipment etc.
Under the third pillar ‘create ecological sustainable food systems’ EKN has a number of centrally funded projects. All of them are regional or even global programmes working in several countries, with Ethiopia being one of them. One of these programmes is the ISLA (Initiative for Sustainable Landscapes) programme implemented by the Dutch Trade Initiative. This programme works in the Central Rift Valley. It assists private sector actors including smallholders that are active in the area, to make their activities environmentally sound by using a landscape management approach.

**World Bank**
The Second Agricultural Growth Project for Ethiopia is a multi-donor trust fund managed by the World Bank and aims at increasing agricultural productivity and commercialisation of smallholder farmers targeted by the project. The project comprises of five components: 1) agricultural public support services will increase access to public agricultural services for smallholder farmers, 2) agricultural research will increase the supply of demand-driven agricultural technologies which directly link to the other components, 3) small scale irrigation will increase the access to and efficient utilisation of irrigation water by smallholder farmers, 4) agriculture marketing and value chains will commercialise smallholder farmers through increased access to input and output markets, and 5) project management, capacity building, and monitoring and evaluation (M & E) will ensure project implementation, effective M and E of results, and a consistent and effective approach to capacity development.

**KfW**
Ministry of Education (TVET sector) launched the TVET for Sustainable Development Programme (TSDP) aiming at capacitating youth in order to create competent and self-reliant TVET graduates that contribute to the economic and social development of the country. The programme is coordinated by KfW on behalf of the Ministry. Among the thematic areas is agro-processing and strengthening of the TVET-system. Agricultural growth might be added.

**GIZ**
GIZ supports the TVETs in terms of physical capacity building and in competence building; GIZ also supports a flagship programme of the government on Sustainable Land Management.

**Security and the Rule of Law**
Justice Capacity Building Project
Vrije Universiteit Amsterdam and Oromia State University implement the ‘Justice Capacity Building Project’ (JCB). The project provides legal masters, short term trainings and Training of Trainers (ToT) to the Attorney General and Supreme Court both at federal level and in the Oromia Regional State. The project will branch out to other regional states, notably Somali Regional State and Tigray.

**Strengthening the Reform Agenda**
The Africa Study Centre Leiden implements the project ‘Strengthening the Reform Agenda’ (SRA) in Oromia and Amhara Regional States. The project supports research teams within the
regional governments to perform research on issues of gender, good governance and economic governance/FDI with a view to support formulation of scientific, evidence based policies in the regions.

**NIMD programme**

In Ethiopia, the Netherlands Institute for Multiparty Democracy (NIMD) provides capacity building to the national parliament and parliament of the regional state of Oromia, the NEBE election committee and to political parties. This has resulted, amongst others, in a code of conduct signed by all major parties, with the aim of preventing extremist polarisation in the political debate.

**Regional OKP programme ‘Resilience in the Horn of Africa’**

Because of the changing policy context, as described in Chapter I, the Ministry of Foreign Affairs also approved extra funding for (a.o.) a regional programme ‘Capacity development for resilience’, aiming at addressing root causes of instability, migration and hunger and promoting employment for youth, women and vulnerable groups in Somalia, Sudan and South Sudan, with Ethiopia being a hub to serve the other countries in the region. In the beginning of 2020 open calls will be launched for North-South-South cooperation.

Finally, extra funding was provided as well for strengthening quality education for refugees and host communities in the Syrian region (Lebanon, Jordan, Iraq, Egypt) and the Horn of Africa (Ethiopia, Uganda, Sudan and Kenya). A call for TMT+ is expected for Ethiopia within this area.

**IX. Monitoring programme progress**

The organisations taking part in the OKP programme are asked to report on the progress of their projects and scholarships using a Results Oriented Monitoring tool that will be provided by Nuffic. They will also record their successes and setbacks so that lessons can be learned from them as part of an organisational learning approach.

Nuffic will monitor and evaluate the OKP at programme level and will regularly discuss progress with EKN and other stakeholders, especially regarding the progress achieved related to the outcomes indicated above and the successes and failures, together with suggestions for remedying setbacks and, if possible, redefining strategies and adjusting forecasts in line with the targeted outcomes.

If necessary, for example in the event of major changes, Nuffic will discuss proposed adjustments to the CPI with the embassy and other stakeholders which may lead to an adjusted CPI.
Annexes

Annex 1  Brief presentation of the Orange Knowledge Programme
Annex 2  Theory of Change for the Orange Knowledge Programme in Ethiopia for Food
         and Nutrition Security and Security and the Rule of Law
Annex 3  Matrix of OKP programme outcomes and impact indicators
Annex 4  Education system Ethiopia
Annex 5  Agricultural knowledge and skills framework
Annex 1 Brief presentation of the OKP programme

The Orange Knowledge Programme (OKP) is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements including increased involvement of alumni, attention to cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the OKP partner countries.

In order to reach this vision, the programme will focus on the following medium and long-term outcomes:

- education system (TVET/HE) is of good quality, relevant and accessible (SDG 4);
- organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce;
- partnerships between persons and organisations are sustainable (SDG 17).

Reference is being made to the Theory of Change for the OKP programme.

The programme will be implemented through three types of interventions:
- individual scholarships,
- group trainings and
- institutional projects.

In Ethiopia the three instruments will be offered in the form of an integrated approach.

The following basic principles govern the programme:

- Innovation: Is key to the development and implementation of the programme and is incorporated in all aspects of the programme.
- Reciprocity and equality: More attention should be devoted to reciprocity and ownership should shift to the Technical and Vocational Education and Training and Higher Education (TVET/HE) organisations in partner countries. This means that the Southern partners play an active role in the design of collaboration projects, both as submitters and as reporters of progress. The new programme will also provide more opportunities for the joint financing of scholarships, training programmes or projects with the Southern region partners, reinforcing ownership and involvement.
- Flexibility: This concerns flexibility in implementing the programmes as far as themes, countries, duration and financing methods are concerned, depending on the demand.
and the context. Flexibility is also required in any modifications that need to be made in response to changes in the context within which the programme is implemented.

Demand-driven approach: Is key with regard to ownership, sustainability and the efficient use of resources. Important components include collaboration between Southern and Northern institutions, a comprehensive analysis based on available knowledge and reports, and the use of alumni.

Complementarity: The Knowledge Development Programme must be closely aligned with other centralised and decentralised programmes.

Co-financing: Where worthwhile and possible, the programme must stimulate co-financing.

Inclusion: The programme provides opportunities for marginalised and discriminated groups and integrates a gender perspective.

Focus on results: The programme focuses on presenting results stemming from knowledge development at individual, institutional and group levels.

Alumni: The programme creates a connection between knowledge professionals in the Southern region and the Netherlands. The new programme therefore places greater emphasis on alumni policy in all instruments.
Annex 2  Theory of Change for the Orange Knowledge Programme in Ethiopia

Note: the general Theory of Change for the OKP-programme can be found through the link.

Food & Nutrition Security
Annex 3  Matrix of Orange Knowledge Programme outcomes and impact indicators in Ethiopia

- This matrix is intended to make clear that all FNS/SRoL interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Ministry of Foreign Affairs of the Netherlands (https://www.dutchdevelopmentresults.nl/theme/food and https://www.dutchdevelopmentresults.nl/theme/security-and-rule-of-law);
- It is important to be aware that this matrix is subject to adjustments, in line with the Dutch development policy;
- When designing an intervention, projects have to **contribute at least to one long term impact**;
- The **indicators in bold** are compulsory;
- Nuffic is currently developing an online instrument based on this matrix intended to facilitate the monitoring and evaluation of OKP projects;
- When calls for proposals will be published per country, this matrix can be made more specific by focusing on a specific long-term impact or choosing more compulsory indicators, depending on the country focus.

**Objective Food and Nutrition Security:**
Contribute to End hunger, achieve food security and improved nutrition and promote sustainable agriculture (SDG 2) and ensuring availability and sustainable management of water for all (SDG 6) through the strengthening of capacity, knowledge and quality of individuals as well as organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE) in Orange Knowledge partner countries.

<table>
<thead>
<tr>
<th>Long term impact</th>
<th>Long term impact indicator</th>
<th>Medium-term impact indicator</th>
<th>Outcome indicator (project level)</th>
</tr>
</thead>
</table>
| 1) Promote agricultural growth | Number of family farms (sub-sector, male/female, age: % < 35) that doubled their productivity and/or income | – number of family farms (sub-sector, male/female, age: % < 35) with increased productivity and/or income (indirectly***)
 – number of family farms (sub-sector, male/female, age: % < 35) with improved access to input and/or output markets (indirectly***)
 – number of family farms (sub-sector, male/female, age: % < 35) whose farming | – number of family farms (sub-sector, male/female, age: % < 35) with increased productivity and/or income (directly*)
 – number of family farms (sub-sector, male/female, age: % < 35) with improved access to input and/or output markets (directly*)
 – number of family farms (sub-sector, male/female, age: % < 35) whose farming |
<table>
<thead>
<tr>
<th>Long term impact</th>
<th>Long term impact indicator</th>
<th>Medium-term impact indicator</th>
<th>Outcome indicator (project level)</th>
</tr>
</thead>
</table>
| 2) Create ecologically sustainable food systems | Number of hectares of farmland converted to sustainable use | − number of hectares of farmland used more eco-friendly (indirectly**)  
− number of hectares of farmland that became part of improved watershed/landscape management (indirectly**)  
− number of hectares of farmland that agro-ecologically became more resilient to shocks (indirectly**) | − number of hectares of farmland used more eco-friendly (directly*)  
− number of hectares of farmland that became part of improved watershed/landscape management (directly*)  
− number of hectares of farmland that agro-ecologically became more resilient to shocks (directly*) |
| 3. Water efficiency in agriculture increased | Change of crop yield per unit of water used over time (SDG 6.4.1) | − number of institutions indirectly benefiting from innovative and efficient water allocation methodologies which increase crop yield  
− number of associations, water users organisations and number of their professionals indirectly trained in applications in water-efficiency ranging from crop selection to irrigation scheduling etc..  
− number of institutions that use the FAO AQUASTAT database to measure water productivity (indirectly).  
− number of ‘ready-to-use’ applications for farmers and policy officers are developed and distributed (indirectly)  
− number of farmers with a higher yield with the same amount of used water (indirectly) | − number of associations, water users organisations and number of their professionals directly trained in applications in water-efficiency ranging from crop selection to irrigation scheduling etc..  
− number of institutions that use the FAO AQUASTAT database to measure water productivity (directly).  
− number of ‘ready-to-use’ applications for farmers and policy officers are developed and distributed (directly)  
− number of farmers with a higher yield with the same amount of used water (directly) |

Objective Security and the Rule of Law:
Contribute to promoting just, peaceful and inclusive societies and achieving legitimate stability through the strengthening of capacity, knowledge and quality of individuals as well as organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE) in OKP partner countries.
<table>
<thead>
<tr>
<th>Long term impact</th>
<th>Long term impact indicator</th>
<th>Medium-term impact indicator</th>
<th>Outcome indicator (project level)</th>
</tr>
</thead>
</table>
| 1 Human Security: Reduced levels of violence and levels of fear experienced | - number of formal and informal security providers that perform their tasks more effectively, accountably, and are more transparent and responsive towards citizens and government | - number and % of beneficiaries (f/m) who report a reduction in violent incidents in the area where they live  
- number and % of beneficiaries (f/m) who report they are feeling secure in the area where they live.  
- number and % of beneficiaries (f/m) who report increased levels of trust in security sector actors  
- number and % of beneficiaries who report having received positive service provision by formal and informal authorities with regard to human security  
- number and % of beneficiaries (f/m) who report that they have a more negative perception about violent extremist organisations  
- number of beneficiaries (f/m) from marginalised groups who report on reduced levels of violence and fear experienced | - number of policy influencing initiatives aimed at long-term stabilisation  
- number of beneficiaries with relevant knowledge and skills to support the formal security sector to strengthen reform processes that ensure increased accountability, transparency and gender-sensitivity  
- number of community-based security sector providers that have improved knowledge and skills to offer effective, accountable and responsive service to citizens and government  
- number of national/local authorities supported in addressing root causes and triggers of violent extremism, particularly through SRoL (push factors) |
<table>
<thead>
<tr>
<th>Long term impact</th>
<th>Long term impact indicator</th>
<th>Medium-term impact indicator</th>
<th>Outcome indicator (project level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Rule of Law Strengthened:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizens are better able to access their rights through fair, efficient, impartial, independent and accountable institutions</td>
<td>vulnerable groups especially youth because better alternatives are available</td>
<td>number of beneficiaries (f/m) with access to justice [note: this is an official DGIS-indicator] (separate out: no. of women who present cases of sexual violence or domestic abuse)</td>
<td>number of beneficiaries with increased capacity to support policies that promote increase to access to justice</td>
</tr>
<tr>
<td></td>
<td>– number of citizens from all groups with increased awareness of rights and use of fair and effective formal and informal justice systems</td>
<td>– number of beneficiaries (f/m) who have improved awareness of their rights and/or of how to address justice problems (claim, defend, and or recover rights)</td>
<td>– number of beneficiaries with increased capacity to provide (policy) advice on specialized topics such as informal justice, commercial justice, rehabilitation, juvenile justice, sharia, gender issues</td>
</tr>
<tr>
<td></td>
<td>– number of legal frameworks that are revised</td>
<td>– number of beneficiaries (f/m) who access transitional justice mechanisms</td>
<td>– number of justice innovations (e.g. scenario planning)</td>
</tr>
<tr>
<td></td>
<td>– number of justice institutions that are better able to perform their tasks independently, fairly, effectively, accountably, and in better coordination</td>
<td>– number of beneficiaries (f/m) who have improved awareness of their rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>number of transitional justice mechanisms to more effectively</td>
<td>– number of beneficiaries (f/m) from marginalised groups who have improved access to their rights and judicial service facilities.</td>
<td></td>
</tr>
<tr>
<td>Long term impact</td>
<td>Long term impact indicator</td>
<td>Medium-term impact indicator</td>
<td>Outcome indicator (project level)</td>
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<tr>
<td></td>
<td>address legacies of human rights violations and root causes that give rise to conflict</td>
<td>number and % of conflicts that are addressed and resolved by community structures by the programme (note: this is an ARC indicator)</td>
<td>number of national and/or local level conflict resolution and peacebuilding mechanisms supported</td>
</tr>
<tr>
<td></td>
<td></td>
<td>number and % of beneficiaries (f/m) who feel that community grievances of targeted groups (e.g. women, youth or a specific ethnic group) are effectively addressed (note: this is an ARC indicator)</td>
<td>number of beneficiaries with increased knowledge and skills to support policy influencing of in-country and regional conflict resolution and peacebuilding interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>participation (and satisfaction) in governance processes (political decision-making, mediation and dialogue) by representation of various groups, with special reference to women and youth</td>
<td>number of beneficiaries with increased knowledge and skills to support interventions at national level to increase civil society engagement and at local level to increase community engagement in political decision-making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>perception on accountability/transparency of governance structures</td>
<td>number of beneficiaries with improved capacity for policy influencing on aspects of political governance and state building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>number and % of beneficiaries (f/m) who feel represented by the government structures</td>
<td>**  Indirect: target group reached beyond the project period by graduates of the new or revised curricula/short courses.</td>
</tr>
</tbody>
</table>

* Direct: target group who have been reached during project period by the new or revised outreach programme or have followed the new or revised curricula/short courses.

** Indirect: target group reached beyond the project period by graduates of the new or revised curricula/short courses.
<table>
<thead>
<tr>
<th>Medium-term impact</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Education system (TVET/HE) is of good quality, relevant and accessible - delivers high skilled graduates - produces relevant knowledge - more inclusive educational environments (widened participation)</td>
<td>➔ <strong>Education</strong> - number of knowledge institutions that perform better - number of graduates (self) employed (male/female) - number of jobs supported/created - number of revised/newly developed curricula in NL and/or Southern partner organisation that integrate research results - number of knowledge institutions with an increased participation of students from minorities - education system represents needs of labour market/gender - graduate satisfaction (employed/non employed/self-employed) (male/female) - employers’ satisfaction over the graduates’ skills and knowledge</td>
</tr>
</tbody>
</table>

II. Partnerships between persons and organisations are inclusive and sustainable - number of MoUs or other types of formal collaboration agreements exist 1, 3, 5 years after end of project - number of joint (research) proposals submitted and financed - number of joint publications - number of joint/double degrees offered - **number of academic staff of partner country still cooperates with academic staff of other education organisation(s)** - number of scholarship holders that became members of the alumni association of their host university (of applied sciences) (male/female) (NL/other) - number of Dutch training education organisations that have improved their training methods - number of staff of Dutch training education organisations that have gained new insights and ways of working | ➔ **Individual** |
inclusive development of partner countries are strengthened by inflow of enhanced workforce - **% of alumni who state that they have applied in their workplace the knowledge and skills gained from the interventions**
- **% of alumni promoted to more strategic positions within their own organisation or other organisation**
- **narratives from alumni on policy and procedural changes, inclusive development, and innovations as a result of interventions**

→ **Organisational**
- **% employer satisfaction on suitability of the training for the organisation**
- **% of alumni still employed by the organisation that nominated them**
- **% employers that states that their department/organisation has become more effective because of OKP intervention**
- **% of alumni who have applied the acquired knowledge and skills within their working environment**
- **testimonials from employers on organisational changes (implemented procedure/techniques, work ethic etc. due to trained staff (critical mass)**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicator</th>
</tr>
</thead>
</table>
| A. TVET/HE organisations (in the selected partner countries and in NL) perform better their core tasks, firmly embedded in their environment, in line with country/regional specific labour market needs & aiming at inclusiveness | → **Education**
- **number of knowledge institutions supported directly**
- **increased participation of students from minorities**
- **number of teachers/trainers have gained qualitative and relevant knowledge and skills to develop and offer the revised/developed study programmes (# trainers trained, male/female/minorities/PhD/MSc/short training)**
- **number of graduates delivered (male/female/minorities degree/non-degree) (directly)**
- **number of curricula for degree, non-degree and short courses revised/newly developed**
- **number of students enrolled in revised/newly developed study programmes (male/female)**
- **student satisfaction (male/female)**

→ **Research**
- **number of research strategies/agenda/methodologies revised/strengthened and implemented**
- **number of relevant publications (level, gender, inclusion)**
- **number of relevant innovations**
### Outcome

<table>
<thead>
<tr>
<th>Indicator</th>
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</thead>
<tbody>
<tr>
<td><strong>Society</strong></td>
</tr>
<tr>
<td>- number of beneficiaries reached with knowledge, skills and techniques (directly*)</td>
</tr>
<tr>
<td>- number of MoUs or other types of collaboration agreements signed (education, private, public, surrounding community) (in NL, own country, other country)</td>
</tr>
<tr>
<td>- number of students performing an internship or practical work (male/female)</td>
</tr>
<tr>
<td>- number of SMEs supported</td>
</tr>
<tr>
<td>- number of improvements in (inter)national policies/laws (directly*)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Organisational</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>improved gender equality and gender awareness in the knowledge institution</strong></td>
</tr>
<tr>
<td>- number of organisations revised/developed and implemented a strategic plan</td>
</tr>
<tr>
<td>- number of organisations revised/developed institutional mechanism for quality assurance</td>
</tr>
<tr>
<td>- number of organisations with a revised/developed system to registrate and monitor its alumni</td>
</tr>
<tr>
<td>- number of organisations have developed and implemented a system to regularly survey the satisfaction of students, short courses participants, graduates and/or employers</td>
</tr>
<tr>
<td>- number of laboratories established/strengthened</td>
</tr>
<tr>
<td>- number of libraries/resource centres established/strengthened</td>
</tr>
<tr>
<td>- % of men and women in management of faculty/department</td>
</tr>
<tr>
<td>- % of men and women of teaching staff of faculty/department</td>
</tr>
<tr>
<td>- number of organisations with improved policies or procedures to encourage access to education of minorities</td>
</tr>
<tr>
<td>- <strong>diversity in participation of project activities for management and teaching staff (i.e. balance junior/senior staff, women/men, minorities)</strong></td>
</tr>
<tr>
<td>- number of organisations with policies and procedures to ensure an environment which is gender sensitive</td>
</tr>
<tr>
<td>- number of organisations with policies and procedures to ensure an environment which is conducive for minorities</td>
</tr>
</tbody>
</table>

### B. Enhanced knowledge and skills of individuals and organisations (in partner countries and in the NL) in line with

<table>
<thead>
<tr>
<th><strong>Individual</strong></th>
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</thead>
<tbody>
<tr>
<td>- number of scholarship holders that have successfully completed course/training (level/male/female/minorities)</td>
</tr>
<tr>
<td>- % scholarship holder's/alumni satisfaction</td>
</tr>
<tr>
<td>- % of scholarship holders/alumni employed post-study within region and same employer (men/women)</td>
</tr>
<tr>
<td>- % of scholarships awarded to women</td>
</tr>
<tr>
<td>- % of scholarships awarded to minorities</td>
</tr>
<tr>
<td>- % of quota for scholarships for women</td>
</tr>
<tr>
<td>Outcome</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| country/regional specific labour market needs & aiming at inclusiveness | - % of quota for scholarships for minorities  
- number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of female candidates  
- number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of minorities  
- % alumni who state that they have acquired new knowledge and skills; e.g. problem solving, effective communication  
- % alumni who are promoted to a more strategic position post-study  
- changes in personal, academic and professional attitudes and attributes through training and education programmes  
- improved gender equality and gender awareness in the workplace |
| Organisational                                                         | - number of organisations strengthened by individual and/or group training (private/public)  
- % of alumni who have applied the acquired knowledge and skills within their working environment  
- employers satisfaction on the added value of return scholars to the initial working environmental  
- number of organisations with institutional mechanism for quality assurance  
- number of organisations developed and implemented a gender strategy |

* Direct: target group who have been reached during project period by the new or revised outreach programme or have followed the new or revised curricula/short courses.  
** Indirect: target group reached beyond the project period by graduates of the new or revised curricula/courses.
Annex 4  Education system Ethiopia\textsuperscript{20}

\textsuperscript{20} Source: Nuffic, Education system Ethiopia - The Ethiopian education system described and compared with the Dutch system, www.nuffic.nl/en/publications/find-a-publication/education-system-ethiopia.pdf
Annex 5  Agricultural knowledge and skills framework

Marijs, P., Together towards effective practical agricultural education - A study on the current situation of practical agricultural education in Ethiopia
Annex 6 NFP/NICHE Annual Report 2017 – Ethiopia
Country Report

ETIOPIA COUNTRY REPORT

Requesting organisation: Jimma University (ETH-259)
Partner organisations: Amhara, Harama and Harer WTO
Results: Strengthen the universities’ capacity to educate students for the emerging commercial agriculture labour market, so that this contributes to a vibrant and sustainable commercial agriculture sector in Ethiopia.

Requesting organisation: Mekelle ATVET College (ETH-119)
Partner organisations: Van Hall Larenstein and Amers Group
Results: Capacity development at TVET level for better skills and knowledge in the field of natural resource management, park management and wildlife conservation.

Requesting organisation: Addis Ababa University (ETH-265)
Partner organisations: GIZ, INPTECH, ILO and KIT
Results: Contribute to the commercialization of the agricultural sector by improving education and training, and applied research in the field of commercial agriculture.

Requesting organisation: Addis Ababa University (ETH-265)
Partner organisations: University of Twente
Results: Education, research and capacity building to improve food security making use of geographic information science.

Requesting organisation: Addis Ababa University (ETH-265)
Partner organisations: INPTECH, Delft University of Technology, PANTERA and TIKO Indonesia
Results: Based on the centre of excellence and capacity building for the freight transport and logistics sector that will deliver logistics and freight transport professional and practitioners and applied research.

Requesting organisation: Addis Ababa University (ETH-265)
Partner organisations: Q-Point, Harar Womma University, HAS Den Bosch, Heidelberg and IPC Groene Ruimte
Results: Improve education and training in small scale and micro irrigation and irrigation service delivery to contribute to better agricultural production.

Requesting organisation: Addis Ababa University (ETH-265)
Partner organisations: Q-Point, Oromia University, Dembo and Sustainable, HAS Den Bosch, MDF, Stichting Agri Next Level and Twente University
Results: Strengthening education and applied research to contribute to the commercialization of the agricultural sector (cooperatives).

Requesting organisation: Jimma University (ETH-259)
Partner organisations: Q-Point, Harar Womma University, HAS Den Bosch and Heidelberg
Results: Strengthening applied research and education for delivering high calibre nutrionists and scientists, able to establish their businesses and to provide effective services to the public.
The programme in Ethiopia consists of nineteen NICHE projects, one Innocap project and one NICHE learning initiative, with over fifty Ethiopian partners. The NICHE programme supports the policy priorities Food Security (12 projects), Health / Sexual and Reproductive Health and Rights (SRHR) (5 projects), Private Sector Development (1 project), Education (2 projects) and Gender (1 learning initiative). Three food security projects started in the beginning of 2017 (logistics, geospatial information systems and food and nutrition) and one project in food security (Holeta agricultural TVET agribusiness) ended.

Under the NFP programme a total of 135 scholarships (33 % women) of which 106 short courses, 29 masters and no PhDs were granted.

A country evaluation of NPT and the first phase of NICHE executed in 2016 showed positive results. The programmes have had an impact on the developments in Ethiopia at system and sector level. In the agricultural sector, both programmes have contributed to an increased output of qualified graduates, especially in the field of horticulture and agribusiness by successfully establishing quality study programmes. Not only provided these programmes a regular inflow of quality graduates to the growing agricultural market, they also enhanced the reputation of the Ethiopian requesting organisations and its graduates. The positive experiences of employers with the level of qualification of graduates and examples of enhanced university-industry relations demonstrate how NPT and NICHE have contributed to the agricultural sector in Ethiopia. The evaluation also identified contributions to the education system in the field of university leadership and management and in the implementation of study programme reform (modularisation).

2017 was a difficult year for the NICHE programme (and its projects) in Ethiopia. The state of emergency, declared on 9 October 2016, had serious impact on the projects and was only lifted in August 2017 (and declared again on 16 February 2018). Especially the projects in Oromia and Amhara have been affected. The Dutch providers were advised not to travel to requesting organisations, but to stay in Addis Ababa. Therefore several capacity development interventions and meetings had to be postponed. Furthermore the internet and phone networks were disrupted regularly and bandwidth was reduced which resulted in difficult communication between the partners and delayed reporting.

The projects in the policy priority Food Security focus on strengthening academic and teaching staff and curriculum development mainly in the field of commercialisation of agriculture (agro-economics/ agri-business development/ logistics/ agri-management) and Natural Resource Management (NRM) and on Agricultural Technical and Vocational Education and Training (ATVET) reform.

New training programmes in agri-business and value chains have been developed, both at university (bachelor and master’s level) and TVET level. The project at Holeta ATVET contributed to the commercialisation of the Ethiopian agricultural sector by capacitating the staff in teaching more entrepreneurial and strengthening their business skills, which also showed to be beneficial to the college as such. The revenue of the college has been increased by selling (tailor made) short courses, external students taking exams at the college and selling better quality farm produce. Furthermore, employers are satisfied with the quality of the graduates, the average exam pass rate of Holeta students over the last 5 years was 89% (national 67%) and the number of female students has increased for 45% in 2012 to 53% in 2017. The dairy curriculum has been revised to include business and gender and the teaching and learning materials now include more business and entrepreneurship elements and are gender sensitive.

The project in geospatial information science is the first NICHE project in Ethiopia that is co-financed by the Ethiopian government (Ministry of Education) (9%), the Dutch provider (University of Twente) (45.5%) and funded by the Innocap project (45%). It has been initiated on request by the Ethiopian government and has been formally launched in October.
The project focusses on education, research and capacity building contributing to the improvement of food security making use of geospatial information science.

Four projects contribute indirectly to SRHR: three focus on biomedical engineering at university and TVET level aiming at delivering graduates with competences and skills which respond to labour market and gender needs and one on strengthening the capacity of two colleges to act as a reference centre in problem based learning in medical education.

The fifth project focuses on implementing and conducting effective gender sensitive educational programmes in midwifery, applied research and community services.

The two education projects had a sector wide approach.

The Education Strategy Center (ESC) has been strengthened to spearhead the development and implementation of the major building blocks of the Ethiopian National Qualification Framework (ENQF) for the educational sector. Amongst others, gender aspects have been placed in the ENQF. The management of thirteen new universities have been strengthened to competently lead, manage and effectively implement reform and transformation of their university. Part of this project were an assessment of the current status of entrepreneurship in Ethiopian higher education and a gender assessment on the position of female staff.

The NFP results do reflect a strong relationship with the largest priority sector Food and Nutrition Security (FNS). However, water is overrepresented. The number of scholarships is significantly less than last year (266 NFP scholarships). Causes were less calls for scholarships and a few education institutes skipped the exemption of an English language test for Ethiopian nationals. A lot of students (46%) choose for Wageningen University.

*Please note that the total number of scholarships and the sum of scholarships per theme might differ due to the fact that scholarships may fall under more than one theme.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Dutch institution</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food security</td>
<td>International Centre for development oriented Research in Agriculture (ICRA)</td>
<td>Building a profitable dairy industry through enhanced practical capabilities</td>
</tr>
<tr>
<td>Food security</td>
<td>Maastricht School of Management</td>
<td>Strengthening capacity for agro value chain development in Gambella University</td>
</tr>
<tr>
<td>Food security</td>
<td>Aqua Farming Consult</td>
<td>Integrated Aquaculture, food security and natural resources management in Amhara Region</td>
</tr>
<tr>
<td>Gender</td>
<td>Maastricht School of Management</td>
<td>Gender mainstreaming and women empowerment in Eastern Ethiopia: a coordinated approach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>Total NFP scholarships</th>
<th>FNS</th>
<th>SRoL</th>
<th>SRHR</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>135*</td>
<td>96</td>
<td>6</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>%</td>
<td>100%</td>
<td>71%</td>
<td>4%</td>
<td>12%</td>
<td>37%</td>
</tr>
</tbody>
</table>