

# Uganda

## Country Plan of Implementation

### Orange Knowledge Programme

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## **0. List of abbreviations**

ASSC	Agricultural Sector Skills Council
BTVET	Business, Technical, Vocational Education and Training
CPI	Country Plan of Implementation
EKN	Embassy of the Kingdom of the Netherlands
FNS	Food and Nutrition Security
HE	Higher Education
IWRM	Integrated Water Resources Management
JLOS	Justice, Law and Order sector
JSI	Judicial Studies Institute
LDC	Law Development Centre
MASP	Multi Annual Strategic Plan
MIA	Ministry of Internal Affairs
MoJCA	Ministry of Justice and Constitutional Affairs
MoES	Ministry of Education and Sports
NFP	Netherlands Fellowship Programmes
NGO	Non-Governmental Organisation
NICHE	Netherlands Initiative for Capacity development in Higher Education
NWP	Netherlands Water Partnership
OKP	Orange Knowledge Programme
SDPIV	Fourth Strategic Development Plan of the Justice, Law and Order sector
SRHR	Sexual and Reproductive Health and Rights
SRoL	Security and the Rule of Law
TFPs	Technical and financial partners
TVET	Technical and Vocational Education and Training
WASH	Water, Sanitation and Hygiene

## **I. Introduction**

This document describes the purpose and intentions of the implementation of the OKP programme in Uganda. 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 Dutch government. Nuffic is responsible for its implementation and follow-up in accordance with each Country Plan of Implementation (CPI).

## **II. 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.

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**

Uganda has substantial natural resources, including fertile soils; regular rainfall; substantial reserves of recoverable oil; and small deposits of minerals. Agriculture is one of the most important sectors of the economy, employing 72% of the work force. Uganda has a small industrial sector that is dependent on imported inputs such as refined oil and heavy equipment. Overall productivity is hampered by several supply-side constraints, including insufficient infrastructure; lack of modern technology in agriculture; and corruption. Uganda's economic growth has slowed since 2016 as government spending and public debt has grown. Uganda's budget is dominated by energy and road infrastructure spending, while Uganda relies on donor support for long-term drivers of growth, including agriculture, health, and education. The largest infrastructure projects are externally financed through

concessional loans, but at inflated costs. As a result, debt servicing for these loans is expected to rise.

In its Second National Development Plan (NDPII) 2015-2020 in line with the aspiration of Uganda's Vision 2040 the government of Uganda has put forward its ambitions to strengthen the country's competitiveness for sustainable wealth creation, employment and inclusive growth. This Plan prioritizes investments in five areas with the greatest multiplier effect on the economy including agriculture and human capital development. Emphasized development strategies include: industrialization and export-oriented growth through value addition, agro-processing, employment creation through fast tracking skills development and harnessing the demographic dividend, and strong Public/Private Partnerships (PPPs) for sustainable development.

Despite these ambitions Uganda faces many economic challenges. Instability in South Sudan and East DRC has led to a sharp increase in Sudanese and Congolese refugees and is disrupting Uganda's main export market. Additional economic risks include: poor economic management and the government's failure to invest adequately in the health, education, and economic opportunities for a burgeoning young population.

#### *History of NPT, NICHE and NFP*

The former NPT, NFP and NICHE capacity building programmes encompassed substantial project portfolios and scholar ship programmes through which higher education institutions in Uganda received support to strengthen staff capacity and education programmes in a variety of thematic areas: ICT, justice, agriculture, educational management and private sector development. Currently, NICHE still supports a local SRHR alliance network of local Ugandan NGO's and higher education institutions in the development and improvement of education and training capacity in sexual, reproductive health and rights. This is in line with the GoU and Netherlands Embassy's shared priorities to achieve a more sustained population policy in Uganda through improved quality delivery of SRHR services, reduction and resolution of sexual and gender-based violence and better family planning.

NPT, NICHE and Tailor-made Trainings with the NFP programme have supported a number of initiatives to strengthen education and training capacity in agricultural business development. Within the NPT programme institutions such as Bukalasa Agricultural College, Mountains of the Moon University and a small selection of local farms have received capacity building in the development of floriculture training (up to 2011). Through NICHE the faculty of Agriculture at Gulu University modernized bachelor, master and modular short courses with a focus on post-harvest management and value addition (completed in 2017). Developing food security solutions for local communities and agri-business development opportunities through student outreach programmes have been key outputs of this NICHE project.

There have also been long and short term support programmes provided by NPT, NICHE and NFP to key institutions in the Security and Rule of Law sector including the Ministry of Internal Affairs - staff enhancement in restorative justice; the Law Development Centre (LDC) - to improve the quality of law students studying the Post Graduate Bar Course; the Judicial Studies Institute- for practical training of Judicial Officers in the practical aspects of adjudicating justice; and the Police and Prisons Training Schools to boost professionalism of

the police and prisons staff. In addition, the Nsamizi Training Institute for Social Development (NTISD) succeeded in the development, accreditation and delivery of the Post Graduate Diploma course in Social Justice, Law & Order through NICHE, enhancing social development competences of a substantial number of police, prisons, probation and social welfare officers and judiciary and local council staff.

Reference is given to annex 2 for more information about former NICHE and NFP programmes that supported capacity building programmes.

#### **IV. Identification of the needs**

Nuffic conducted two scoping visits to Uganda (Nov 2017 and April 2018). Following the first scoping several fact-finding meetings have been held with relevant stakeholders and donors in the sector of Food and Nutrition Security (FNS) and Security and Rule of Law. Nuffic had meetings with representatives of the Ministry of agriculture animal industry and fisheries, the Ministry of Education and Sports and the JLOS secretariat. Nuffic also visited several agri-business representatives to discuss the need for vocational training in relation to human resource needs and business development. Further concept drafting of the Country Plan of Implementation was based on information gathered through stakeholder meetings and assessment of relevant documentation (strategy papers, programme overviews, evaluation reports, etc). After completion, Nuffic had several meetings with the EKN to come to a final agreement on the intervention areas for OKP and the integration of these focus areas in this CPI.

The section below 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

In consultation with the EKN in Uganda the following themes have been prioritized for Uganda:

- Food and Nutrition Security (FNS)
- Security and the rule of law (SRoL)

In the design and implementation of OKP interventions the following cross cutting themes will be integrated: Private Sector Development & Labour Market, Climate and Gender & Inclusive Development

The embassy also indicated SRHR as priority theme. Capacity building support in the strengthening of education and training programmes in Sexual and Reproductive Health and Rights is currently addressed in the NICHE programme.<sup>1</sup> In a later stage OKP might consider the possibility of identifying further SRHR capacity building needs.

## Analysis of the priority themes FNS and SRoL

### A. Analysis FNS

#### Agricultural context in Uganda

Uganda has shown a modest economic growth from 2016 onwards, after a steady growth of 5-6% in earlier years. Even though agriculture is a driver of inclusive development as it contributes 23.4% of overall GDP and employs over 70% of the population, agricultural growth has been relatively small with growth figures between 1% and 3% since 2010. The Government of Uganda (GoU) priorities are clearly outlined in the Agriculture Sector Strategic Plan (ASSP) 2015-2020. Uganda is striving for an agricultural transformation that contributes to wealth creation and employment through implementation of actions for value chain development of priority and strategic commodities.

Despite the growth over a number of decades, a number of challenges persist, and sector growth has not been smooth. Yield gaps range between 50-75% for many commodities and the uptake of improved seeds and fertilizers is quite low. Because of low productivity in the sector, 83% of the population is said to be minimally food insecure, resulting in 26% undernourishment. With the highest population growth rate (3.0%) and fertility rates (5.4) in sub-Saharan Africa there is a strong need to stimulate agriculture production for Uganda to feed its growing population. Key constraints for young people to engage in agriculture include limited access to land (less so in the North) and other productive capital/equipment/materials; limited access to collateral security, and finance; lack of specialized agricultural skills; and limited understanding of market opportunities.

Several bilateral and other donors are engaged in the agriculture sector. Uganda's demographic structure makes it paramount to increase attention towards the young adult population from adolescents till young people in their mid-to-late twenties. There are

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<sup>1</sup> Through NICHE the School of Public Health of the Makerere University and the Nsamizi Training Institute for Social Development are developing a professional and an academic track for in-service and pre-service training in SRHR specialisations with a clear outreach towards public health and civil society organisations providing SRHR services.

opportunities to improve and upscale the extent of young people's participation in support programmes through formal education and skills training or through new forms of blended learning. In the latter, practical skills are learned (partly) on the job or as a starting entrepreneur in which marketing skills are also important competences to be acquired. "Agriculture as a business" is a common theme, but programming tends to focus more on skills to be an entrepreneur than linkages with markets.

Within agriculture, skills training programmes still tend to focus on production more than value addition and on commodities that required little capital, land, and time such as horticulture, piggery, poultry, and beekeeping. Building financial literacy and creating opportunities for young people to save are recognized now as critical components that help young people generate enough capital to start small enterprises, relieving very difficult credit and capital constraints. Several support programmes also show that the soft skills in business and in personal management seem to be the most impactful in terms of young people being able to start and/or maintain their livelihood activities. Reproductive health counselling is for example raised as a necessary or positive additional component to enhance young women's ability to participate more in economic career opportunities in combination with family planning.

#### Embassy's objectives in the field of post-secondary education, relevant to FNS

The embassy indicated that within the theme Food Security OKP should focus its capacity building support on:

1. Business and value chain development in dairy, horticulture and potato;
2. Employment creation;
3. Climate Smart Agriculture;
4. Regulatory systems regarding quality control of agricultural products;
5. Relief and development.

#### **Ad. 1 Value chain orientation**

A value chain comprises of interlinked value-adding activities that convert inputs into outputs which, in turn, add to the bottom line and helps to create competitive advantage to the chain and to the individual actor. Businesses within a value chain are involved in handling the product, directly adding value to it or consuming it. It also relates to the businesses involved in the service network of the production such as quality control, ICT, financial services, marketing and education, training & research. Support to SME that contribute to the identified Value chains but are not necessarily part of it, can be considered as well.

Principles of the value chain concept that OKP should support are the following:

- The Value Chain concept comprises a holistic approach that stresses systemic constraints and opportunities derived from the configuration of market and extra-market relations (networks);
- It holds the notion that economic development is achieved through joint action by all relevant actors in a given value chain;
- It recognises the private sector as a key engine of growth and a willingness to strengthen the action of lead firms, particularly regarding their linkages with more vulnerable agents in the value chain;
- It anticipates a shift in the 'centre of gravity' from the creation of supply capacity to the creation of market linkages and the establishment of business relationships.

In Uganda OKP should support especially further knowledge, education and training development in the following value chains:

- Dairy
- Horticulture
- Potato

Agricultural value chains in Uganda encounter a few general challenges that have a direct or indirect impact on national food and nutrition security issues. The main challenges are:

- Poor agronomic and milk processing practices – Farmers appear to implement good agricultural practices to a limited extent, despite efforts to standardize quality procedures. This is also caused by low use of improved inputs like seeds, new equipment and techniques, fertilizers and animal food, reliable pesticides, veterinary support etc.
- Poor extension services – The National Agricultural Advisory Services focus mainly on farmers with major export crops. Many farmers have limited access to these services. Extension service training lacks also access to new knowledge and innovations on production techniques and has limited interaction with agricultural programmes of higher education and TVET institutions. Growers of fruit and vegetable export crops or dairy producers receive more frequent training from the agronomists or dairy specialists of the export companies or from Non-Governmental Organisation (NGO) advisors. However, the training content of the different training providers may not be in line with each other.
- Poor markets and marketing infrastructure. Perishable products for the local market present marketing challenges, aggravated by the prevalent poor transport infrastructure. For example, Ugandan horticultural crops have difficulties in meeting the stringent quality requirements of high-end international markets, such as the big supermarket chains in the EU, which are willing to pay a premium for fresh fruits and vegetable provided the produce is certified under one of the private certification systems depending on the supermarket chain.
- Weak producer groups. The existence of fragile producer groups and farmer groups have a negative impacted on input supplies, group bulking and marketing. The registered producers and (out-) growers of different export companies are in a better position, but that may depend on the export company.
- Poor coordination among various stakeholders. There has been weak coordination mechanisms among key dairy and horticulture stakeholders in the value chain. A lack of common views prevail among stakeholders (private, political, civil, donors etc.) on

local market and export supply, which may support the request for key policy interventions. Further, the market information is poorly developed.

Re-thinking the curriculum from such a value chain perspective is challenging for several reasons. Firstly, it will require curriculum that supports collaborative learning since many stakeholders work along the value chain with different capabilities and skills requirements. Secondly, multi-disciplinary approaches are required to effectively address the many knowledge domains and disciplines underpinning successful value chains.

OKP could prioritise interventions that facilitate collaborative and multi-disciplinary teaching and learning, research and community outreach across and along the value chain.

## **Ad 2. Role of Youth employment creation in the agricultural value chain**

There is great potential value in developing youth participation in agriculture value chains; achieving the potential will require both expansion of agricultural modernization and investment in skill-building with young people.

Many reports and evaluation of support programmes clarify that young farmers – indeed all farmers – need access to markets, increasing yields, higher prices, higher quality crop output and diversification in order to increase profits and improve their livelihoods. Even then, better cultivation practices and increased farm production may not fully address the labour surplus and help Ugandans with low income. It is wisdom just as conventional in educational circles and among employers that young people need more education and better skills. The challenge is to bring these two needs – agricultural modernization, and skills development – together in coordinated efforts.

There is insufficient understanding of what the opportunities are in different value chains, in general and specifically for young people, to engage in value addition and services as well as how to build young people's skills and resources. There is consensus that technology is important to engaging youth in agriculture because it lightens the drudgery and workload and helps agriculture to become more modern, efficient and relevant. However, apart from a small number of concrete examples (e.g. mobile banking, digitalisation of price developments, milk processing, seedling multiplication, solar power application), there is hardly systematic thinking or experiments in education about how technology (agricultural or ICT) can scale up young people's participation in and benefit from agriculture.

There are both public and private sources of insight and lessons about the need for focusing on upscaling skills training for youth in agriculture. Most donors supporting youth-focused activities are also supporting vocational and/or business training. Among organizations involved in vocational training, there are two main approaches (1) Work directly with Training Colleges that are networked to vocational training institutes to improve the curriculum, quality, and better link with demand, and (2) In the process of developing project-specific training consult with the private sector and vocational training institutes and encourage vocational training institutions to adopt new materials. Both approaches emphasize involving the private sector and hands-on training.

There is strong agreement among donor programs – as well as among employers – that to have successful livelihoods and enterprises, young people need to have at least threshold levels in several skills:

- \* Literacy and numeracy

- \* Health knowledge and services
- \* Credit and financial services
- \* Certain specialized technical skills
- \* Basic "Soft" skills or work readiness training

In relation to the earlier mentioned value chain approaches OKP should provide an added value that shows clear impact in terms of upscaling and quality improvement of vocational training provision and preparing substantial numbers of youth for employment and business creation in the agricultural sector.

### **Ad 3. Climate Smart Agriculture**

The country's agricultural production system is diverse spread within 14 Agro-Ecological Zones (AEZs). The zones are characterized by different farming systems determined by soil types, climate, landforms, socio-economic and cultural factors. Poor agricultural land management increased extreme weather events, and population pressure have escalated land degradation in all the AEZs. The AEZs experience varying levels of vulnerability to climate-related hazards which include drought, floods, storms, and pests and diseases. Furthermore, International climate risk reports label Uganda as one of the most unprepared and most vulnerable countries in the world. Agriculture is the sector most vulnerable to climate change due to its high dependence on climate and weather. Climate projections show that agriculture systems will suffer with climate change, thus, threatening food production systems and therefore the livelihoods and food security of millions of people, especially women who depend on agriculture.

Consistent warming trends and more frequent and intense extreme weather events, particularly droughts and floods have been observed across the country in recent decades. In line with these trends, climate change scenarios consistently project temperature increases across the region, which will require farmers to adapt to changing conditions. In doing so, there are opportunities to realise potential economic, social and environmental co-benefits of adaptation. For example, supporting farmers to access financial and extension services that integrate climate and weather-related information can improve livelihoods at the same time as increasing resilience to shocks. Total dependence on rain-fed agriculture and poor soil health coupled with land degradation increases vulnerability of farming systems and predisposes rural households to food insecurity and poverty thus eroding their productive assets and weakening their coping strategies and resilience. Making investments in soil and water conservation techniques or the use of renewable energy-powered irrigation are solutions that help to adapt to climate change at the same time as improving productivity. Increasingly, the onset, duration and intensity of these rains vary considerably from year to year, while the frequency and intensity of the extreme weather events such as drought and floods are on the increase with devastating impacts on the national economy and the livelihoods of the people. Therefore, the agricultural sector as a whole needs to be more adaptive and transformative and innovative measures are needed to help all actors cope with the changes in emerging and projected weather patterns

To address this challenge, the Government of Uganda has identified several strategic priorities as sources of Uganda's agricultural development and growth in a changing climate. In supporting knowledge, training strategic priorities OKP should relate to these CSA priorities especially regarding value chain integration, improved productivity and incomes, building resilience and associated mitigation and research for development and innovation.

#### **Ad. 4 Regulatory systems regarding quality control of agricultural products**

The agricultural sector in Uganda contributes more than 40 percent of the national gross domestic product and 80 percent of the export earnings. These export trade flows give support to rural employment and economic development and are also linked to horticultural products such as fresh fruits and vegetables.

However quality standards for agricultural commodities in relation to national and international requirements are in many cases not being addressed adequately. There is a clear need to improve regulatory systems with regard to quality control of agricultural products, assuring compliance for Ugandan producers to access international markets, including the European Union (EU).

Also, in training and education programmes within horticulture and potato sector there is need for specialisations in quarantine pest surveillance systems and sanitary and phytosanitary standardization. Especially professional groups at farm level (exporters, middlemen and extensionists) should be made more aware and trained in sanitary and phytosanitary standards and its importance for the agro-food industry. Because it should focus on improvement of pest and post-harvest management and logistics it should also demonstrate an approach of sharing responsibilities by different stakeholders in the value chain using public private partnerships.

#### **Ad 5. Humanitarian and development nexus**

The recent engagement of the embassy in the South Sudan refugee area in Northern Uganda (agro-skilling of youth and host communities) follows the strategy adopted by the Ugandan government of working on the nexus between humanitarian and development. This is a relatively new concept that will need time to mature. Some further identification could be done in a latter phase to find out how OKP could contribute to refugee support programmes.

#### Structure and status of the provision of post-secondary education in agriculture *Agriculture TVET in Uganda*

Increasing enrolment is a key goal of Uganda's BTVET (Business, Technical, Vocational Education and Training) Strategic Plan for 2011 – 2020, called 'Skilling Uganda'<sup>2</sup>. This initiative seeks to address several gaps in Uganda's national TVET model, particularly as it relates to agriculture and food security. This strategy follows the framework of the Ugandan Business, Technical and Vocational Training (BTVET) Act of 2008. Additional strategic goals include: increasing the availability of TVET education to out-of-school youth; addressing lack of

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<sup>2</sup> Ministry of Education and Sports, Skilling Uganda, 2011, See link: <http://fenu.or.ug/wp-content/uploads/2013/02/Skilling-Uganda-BTVET-Strategic-Plan-final-version.pdf>

access in Uganda's Northern and Eastern regions; addressing a lack of focus on agriculture and entrepreneurial training; and increasing options students to finance their educations<sup>101</sup>. An additional concern is that BTVET schools have been subsumed under the tertiary university system as a result of current higher education reforms.

The BTVET act also established the Uganda Vocational Qualifications Framework (UVQF), and mandated the Department of Industrial Training (DIT) to develop, apply, expand and improve the application of the UVQF, promote and regulate apprenticeship/ traineeship/ internship schemes, assess and award Uganda Vocational Qualifications, accredit training institutions or companies as UVQF assessment centres. The DTI is also responsible for the operationalization of the "TVET Council" (TVC), which falls under the Ministry of Education and Sports with delegated responsibilities to the Agricultural Sector Skills Council (ASSC) under the TVC. The ASSC is private sector led and has a mandate for the "assessment of training packages" (ATPs), which provide a framework (guidelines) for CBET curricula. However, the costing of ATPs is a constraint for accreditation of training programmes.

The provision of TVET is delivered through public, private and firm based institutions. TVET in Uganda is an overlapping three-tier system comprising:  
Craftsman level training offered by technical schools and institutes (secondary education level)  
Technician level training offered by technical colleges (tertiary education level)  
Graduate Engineer level training offered by universities. <sup>3</sup>

The status of BTVET indicates that there are more than 700 registered and licensed BTVET institutions including more than 140 public institutions along with about 600 private service training providers. There are an estimated 1,000 private training providers registered with the Association of Uganda Private Vocational Institutions (UGAPRIVI) including (some) public BTVETs that are also registered with the association. This cross-registration is attributed to the fact that public institutions are required to operate as profit making organizations for sustainability purposes, making them both public and private entities simultaneously, with a key feature of both public and private student enrolment in these institutions. It is also important to note that registration by UGAPRIVI does not bestow legality to operate, as licensing is the sole mandate of GOU/MOES. By implication, 400 private BTVETs registered with UGAPRIVI cannot award officially recognized certificates or diplomas. <sup>4</sup>

A particular challenge to Uganda's BTVET system, as it relates to issues of food security, is that it does not show sufficient offer of professional and vocational training programmes for youth interested in agriculture; for example, private BTVET institutions focusing on agriculture are able to enrol only about small part of students per year. Of the system's 26 public and private tertiary schools, less than one third have an agricultural or forestry focus.

The private sector also provides agricultural TVET programmes at certificate and diploma level, and also short courses for skills upgrading and continuing professional development. NGOs, research organizations, private training organizations, and industry players (e.g.

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<sup>3</sup> The UNESCO-UNEVOC database provides a clear overview of the formal and non-formal system of TVET provision in Uganda. See the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, World TVET database Uganda, January, 201, [https://unevoc.unesco.org/wtdb/worldtvetdatabase\\_uga\\_en.pdf](https://unevoc.unesco.org/wtdb/worldtvetdatabase_uga_en.pdf)

<sup>4</sup> Ibidem

processors, professional associations, value chain development authorities or boards, research organizations) commonly offer or are planning to develop short courses (e.g. 1 -2 weeks, sometimes up to 3 months), focussing on practical training in aspects of agricultural production, processing, agri-business and extension. With very few exceptions, these short courses are not formally recognised or accredited by the authorities responsible for TVET regulation and quality assurance.

Total annual enrolment in public BTVET formal and non-formal vocational institutions is about 30,000 students and trainees, enrolled in institutions ranging from: community polytechnics; technical schools and vocational training centres; farm schools; technical institutes and vocational training institutes; colleges of commerce; technical colleges and specialized training institutions.

The majority of the agricultural faculties of universities or specialised training colleges have difficulties linking with industry/private sector and translating research in to practical applications. The lack of resources and technical expertise is defined as the key challenge. Another challenge noted is the policy of transforming TVET institutes to university colleges and universities ultimately reduces the infrastructures for vocational studies. The key challenges for the universities (this includes the agricultural programmes) remain that the institutionalisation of the supply-driven, academia-focussed formal training do not provide graduates with sufficient competencies and skills relevant to the needs of the labour market.

#### *Higher education*

Higher education institutions providing agriculture programmes have also specific problems which are admittedly of another scale and character than the problems of the TVET system. On the one hand some younger universities struggle to attain accepted quality standards at a competitive academic level. When they were upgraded not enough funding was made available for them to actually elevate their teaching staff and consequently their level of academic programmes and research. Since then they have to distribute scarce funding among upgrading their staff, research, teaching and equipment. On the other hand there are quite some higher education institutions with agricultural programmes that have a good reputation internationally.

Higher education leaders and managers acknowledged that steps have to be taken to ensure greater relevance and responsiveness of the curriculum and research programmes to the needs of job creation. More needs to be done to strengthen the interface between private sector stakeholders and curriculum development processes in institutions.

Current approaches are ad-hoc in nature with limited contributions from the private sector. HEIs need support to formalise, structure and regularise the participation of the private sector in the design, development and delivery of curriculum and research programmes. The participation of stakeholders should address a number of key questions, including:

- How can higher education and vocational training collaborate more to address the needs of the agricultural sector in a comprehensive way aligning the different skills and education programmes to the needs of the labour market.
- What are the key attributes required to enhance graduate employability and entrepreneurship?;
- How can the relationship best be structured with stakeholders to ensure that they are able to effectively inform the curriculum?

There is a need to enhance and strengthen the experiential learning aspects of the curriculum in order to make graduate students more employable. It is necessary to expose both lecturers (some of whom have had no exposure to the world of work in a private sector/ industry context) and students to industry in the private sector. The growing, but small scale of industry and private sector economic activity is an important constraint that needs to be taken into account when designing measures to enhance the experiential learning components of the curriculum. OKP should play a pivotal role in supporting interventions and initiatives that strengthen the experiential learning dimensions of the curriculum in sustainable food security, more particular in the selected value chain approaches in relation to climate smart agriculture.

#### Analysis of the education and training gap for FNS

Skills 4 You, a Dutch program that took place from 2012-2016, supported capacity building and the upgrading of agricultural training in BTNET schools in Northern Uganda. Assessments of the Skills 4 You programme identified three fundamental mismatches that inhibit youth participation in agriculture:

1. Between demand (mainly by youth) for agricultural vocational training and the supply of agricultural vocational training available;
2. Between the agricultural skills needed/demanded (by mainly youth) and the supply of training in those skills by existing vocational training providers; and
3. Between the agricultural skills needed/demanded (by farmers) and the supply of training in those skills by existing service providers like the National Agricultural Advisory Services (NAADS), Farmer Associations and Farmer Field Schools.

More in particular industry players indicate that the majority of graduates from colleges and universities exhibit functional deficiency. Non-technical subjects such as agribusiness, business research, franchise management, staff management, financial management, entrepreneurship, record keeping, M&E, communications, product development, and impact assessment should be included in training, as well as the technical aspects of horticulture, dairy and food science. Missing elements in the skills training required for horticulture, dairy and potato farming were more technical, focussing on crop production, milking and milking techniques, soil analysis and use of fertilizers, climate smart agriculture, irrigation techniques, feeding of animals, foot trimming, identifying pests and diseases, amongst others. Lack of adequate facilities for practical training purposes persist in most of the training institutions (universities and colleges). Education and training programmes show little integration of clear job and competency profiles for employees such as farm manager, milking assistant, green house and crop pest managers, feed assistant, extension officer, feed manufacturer/animal nutritionist, veterinary officer, milk grader, quality assurance officer, factory manager, production and product development manager etc.

A fundamental weakness is also that vocational teacher training in agricultural subjects is not provided at an appropriate and systematic way. Teacher training programmes are carried out on a more ad hoc basis with upgrading courses for practising teachers or extra training programmes for workers in the field. TVET teachers and trainers in private institutions are mainly drawn directly from graduates of technical institutes and polytechnics who have rarely had industrial experience or pedagogical training. There are also hardly programmes available for under/unqualified TVET teachers and trainers and the current capacity for

teacher training is not sufficient to cater for the huge demand of in-service to innovate TVET institutions.

These mismatches persist nationally throughout the BTVET system, and addressing them is critical if Uganda wants to counter the traditional subsistence agricultural practices transmitted from parent-to-child as youth work on family farms.

A critical issue that must be addressed is the lack of agricultural training targeted towards lower education levels and to women. These are deeply intertwined: as women are the vast majority of Uganda's smallholders and agricultural producers, and as women are most likely to leave the formal school system after primary school, in order to improve agricultural best practices, Uganda must create educational pathways that target Uganda's young women, and in particular, those who leave school.

Young women are typically not a focus of agricultural or vocational programming in either recruitment or design. Programs with a youth focus tended to have a better balance between the sexes, while women's participation rates ranged widely in agricultural programming. Constraints especially affecting young women's ability to participate in and benefit from programming – childcare, reproductive health, mobility, land access, and decision-making over agriculture and earnings – are largely not addressed in agricultural or vocational programming with the frequent exception of providing space and care for children.

#### Public Private partnerships in skills training

OKP should put more emphasis to vocational training for youth if the programme aims to improve serious impact on employment creation through education and training inputs in agricultural value chains for commodities such as potato, horticulture and dairy. Special attention should be given to blended learning and integration of practical learning in vocational and skills training through the strengthening of public private partnerships between vocational training institutions and the practical training schools of agricultural businesses.

Several Dutch companies have shown serious engagement in the development of practical training schools as part of value chain approaches combining business initiatives in horticulture, potato and dairy with training needs of local staff. Dutch companies have been working with local entrepreneurs and have been establishing farmer training schools (also for young starting farmers) to increase access to markets for supply of seeds, milk processing, equipment and farming materials. There are several examples of involved Dutch companies that have been developing their own practical training schools to which OKP interventions through public-private partnerships should align.

Special reference should be given here also to the scoping study of the Ministry of Agriculture, Nature and Food Quality in the Netherlands that was commissioned to assess the need, relevance, priorities, limitations and possible modalities to support TVET programmes in dairy in the East African region. <sup>5</sup> It presents clear recommendations for capacity building

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<sup>5</sup> Richard Hawkins, Mariëtte Gross and Harm Holleman, *Scoping study to strengthen the Technical Vocational Education and Training in the Dairy Sector in East Africa*, commissioned by the Ministry of Agriculture, Nature and Food Quality in the Netherlands, April 2018. This study is still in draft but when approved

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.

#### Interventions identified for OKP

Following the scoping results of education and training gaps above and findings of stakeholder discussions Nuffic has identified the following 5 possible interventions for OKP for FNS in Uganda:

1. **Improve quality of and access to professional education and vocational training at the level of TVET providers. Training and education outcomes should focus on local business development in the agricultural value chains dairy, horticulture and potato through strong collaboration with the private sector;**
2. **Strengthen practical training of agriculture TVET teachers to create more impact in the upgrading of agricultural TVET provision;**
3. **Provide Fellowships in climate smart agriculture in the value chain approaches horticulture, potato and dairy for individuals;**
4. **Strengthen collaboration between TVET providers and universities in the provision of integrating climate-smart agriculture programmes;**
5. **Support specific training programmes that focus on:**
  - **improved capacity for international phytosanitary and other quality control requirements;**
  - **agricultural knowledge and approaches for relief and development programmes.**

**Ad 1. Improve TVET in the value chains dairy, horticulture and potato by supporting a select number of institutions that provide professional education and vocational training in agriculture.** These institutions should have the potential and/or are already successful in offering skills-oriented, innovative training that responds to labour market demands and the demand for entrepreneurial skills. The targeted TVET providers should also be strengthened to build and/or strengthen their linkages with the private sector and local government. Public TVET institutions should also be supported to build or strengthen linkages with industry stakeholders and improve the engagement of private sector actors in TVET provision. Stronger participation of the private sector in the further development and innovation of TVET programmes should be established in the:

- 1) definition of Occupational Standards, Occupational Competencies and CBET curricula;
- 2) offer of facilities for students and practical training sessions (attachments and internships) including the development of farm and processing facilities for training organizations to ensure that they serve as models of local industries;
- 3) exploration of mechanisms for joint delivery and financing of training programme between TVET institutions, agribusinesses and private sector trainers and advisors ;
- 4) facilitation of accreditation of agriculture training programmes based on public-private collaboration with national accreditation mechanism.

**Ad 2. Support a system in which agricultural TVET teachers are practically trained.**

The potential transformative role played by teachers in vocational training and HEIs was identified within NICHE and other capacity building programmes as critical in the development and guiding students to prepare them for the world of work. However, concern was expressed about the competence of many teachers in BTNET and higher education to effectively perform this role. These concerns relate to the limited exposure among teachers to the private sector and industry and therefore, the ability of teachers to prepare students to create their own livelihoods through employment and self-employment. The pedagogical knowledge, subject matter expertise in agriculture domains and knowledge of appropriate instructional methods and material, including modern curriculum development competencies, were raised as key challenges. These concerns provide an opportunity for OKP to play a leading role in addressing the limitations related to the pedagogical knowledge of teachers and facilitating their exposure to industry and private economic activity across and along selected agricultural value chains.

Also in the training of TVET teachers more collaboration with the private sector should be sought especially in the development of vocational teacher training programmes to establish competence based and blended learning programmes and in the development of competences of trainers to design and deliver competence based education and training (i.e. training of instructors).

**Ad 3. Provide Fellowships in climate smart agriculture in the value chain approaches horticulture, potato and dairy for individuals**

The guiding principle should be to select individuals that are in a position to facilitate change whether from the private sector, from the (county) government or from the field of research and education. With regard to these fellowships it is important that the Dutch education institute is part of the assessment, as knowledge transfer and creation have to fit in the context of the work of the fellowship holder and quality is important. The acquired knowledge should not be available in Uganda. Ratio of male to female fellowship holders should ideally be 50-50.

**Ad 4. Strengthening of collaboration and institutional linkages between training institutions providing vocational training and universities in the provision of integrating climate-smart agriculture programmes** (including the development of drought-resistant breeds,

incorporating climate-change mitigation via earth observation sciences and GIS etc). OKP should provide capacity building support in strengthening productive interaction and institutional collaboration between these different educational levels through the assistance and offer of Dutch state of the art expertise, innovation and technology. Part of the project is that (international) research at university-level is translated into practice on TVET-level.

This should be achieved by OKP through short-term and long-term interventions. An intervention that improves climate smart agriculture in the short term could be realised by giving group trainings and fellowships to staff of governmental and non-governmental organisations that play a key role in policy making and business development of climate smart agriculture in combination with value addition and processing of agricultural products. OKP could facilitate knowledge and innovation inputs on specific aspects of CSA in which the Netherlands are advance.

A supporting intervention to solve the problem in the long term can be a multi-year project that builds the capacity of a consortium of education institutes of different educational levels in order to sustainably accrue knowledge on development of CSA in Uganda and build a long-term relationship with knowledge institutes in the Netherlands. Part of the project is that research from university-level is translated into practice on TVET-level.

**Ad 5. Develop and implement specific training programmes that focus on:**

- **capacity building for regulatory systems for agricultural products to comply to international requirements in order to improve market access (e.g. European market).**
- **agricultural knowledge and approaches for relief and development in relation to refugee support programmes in Uganda.**

These two specific training needs require tailor made and customized interventions on the basis of specific expertise that could be facilitated through tailor made training modalities.

OKP should support staff training programs targeting different stakeholders in the value chain of horticulture and potato. This should help to bring the implementation of phytosanitary and food quality inspection and certification in line with international and regional standards. Specifications of training needs will have to take account of already ongoing capacity development programs initiated by the Ministry of Agriculture (MAAIF)".

Relief and development in relation to the refugee support programmes is a relatively new concept that will need time to mature. Some further identification could be done in a latter phase to find out how OKP could contribute to this.

## **B. Analysis of Security and Rule of Law**

### Context Justice Law and Order sector in Uganda

Given long political unrest between 1966 and 1985, Uganda's legal system faced chronic constraints that led to delayed and hampered access to justice, a high cost of justice due to corrupt practices and limited proximity to the justice delivery agencies by end-users. Severe case backlogs and a high prison population were also among the problems. To address these concerns the Justice Law and Order Sector (JLOS) ([www.jlos.go.ug](http://www.jlos.go.ug)) was created, which aimed at bringing together institutions that shared the similar mandates of administering justice, maintaining law and order and upholding human rights into developing a common vision and policy framework that was unified in objectives and planned over the medium term.

In Uganda OKP aims to support security and rules of law issues on the basis of the policy developments within the national Justice, Law and Order sector. In June 2017, the Justice Law and Order Sector's 4th Sector Development Plan (SDP IV) was launched as the framework for the next planning cycle for the Sector.<sup>6</sup> It builds on the achievements registered under the previous three investment plans (SIP) and aims at consolidating the gains that were realised over the 15 years since the inception of the Sector. The goal of this plan is to promote the rule of law, through improved safety of the person, security of property, and access to justice for inclusive growth.

From 2012 onwards there has been an increase in public trust, increased stakeholder engagement, awareness and higher satisfaction by the people who seek services from JLOS institutions. In the course of the five years, public confidence in JLOS institutions increased

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<sup>6</sup> See Justice Law and Order Sector, Republic of Uganda, Fourth Strategic Development Plan 2017-2020 <http://www.jlos.go.ug/index.php/news-media-events/newsroom/latest-news/item/618-4th-jlos-strategic-development-plan-sdp-iv>

from 26% in 2012 to 48% in 2016, and public knowledge about JLOS institutions increased to 90% on average in 2015/16. For those who accessed JLOS services, the level of satisfaction also rose from a baseline average of 59% in 2012 to 72% in 2016. The Index of Judicial Independence grew by 22% from 2.8 in 2014 to 3.14 in 2016.

Arising from the implementation of specific strategies under the SIP III, the Sector was able to ensure that unified JLOS services are available in more districts than in 2000 and 82% of the population were now traversing shorter distances to access services.

The Sector also achieved a reduction in lead times in key services, including registration of companies, accessing passports and travel documents and services at the Government Analytical Laboratory. An overall improvement was registered in the environment for doing business, with Uganda moving from position 139 in 2012 to 116 in 2016 in the World Bank Doing Business Index.

The crime rate reduced very limited from 2014 to 2016. There was also a reduction in the rate of recidivism in prisons to 21% due to strengthening of rehabilitation programmes. Alternative Dispute Resolution (ADR) programmes, juvenile justice initiatives, including diversion and innovations such as plea bargaining and small claims took root as part of the strategies to improve case disposal. As a result pending cases reduced by 20% and case clearance rate stood at 125%. The Sector also registered a reduction in human rights violations.

JLOS has seen a marked increase in its staffing numbers and these continue to grow. There have also been efforts to further develop the human capacity and enhance professionalism in the sector. Capacity building programmes were initially supported by the World Bank and bilateral donors such as the Netherlands (also through NICHE and NPT) to strengthen the technical capacity of the legal officers in the sector (e.g. lawyers, state attorneys, state prosecutors, judicial officers). The Sector has also invested considerably in training staff in key cross cutting issues notably human rights and gender, while sector institutions have also invested in training staff in customised and technical training e.g. investigation and prosecution of white collar and economic crimes; environmental law, and areas of civil justice including family and land matters.

Despite the above achievements various challenges remain. These challenges include the continued urban bias of JLOS institutions which require increased focus on de-concentrating JLOS services; continued use of rudimentary technologies; capacity gaps in systems and processes; an increase in white collar crime; international crimes and sexual and gender based crimes; and continued congestion in the prisons. The Sector also needs to contend with emerging issues that have informed the new priorities under the SDPIV. These include changing crime trends including cross border crimes; terrorism and cyber-crime; climate change and environmental issues that impact other national programmes; a high youth and child population; and increasing numbers of refugees creating additional security and safety needs and challenges.

The Sector has in place an elaborate institutional framework to support the implementation of the fourth sector development plan. The Justice Law and Order Sector (JLOS) is a sector wide arrangement that brings together 18 institutions responsible for administering justice maintaining law and order and promoting the observance of human rights. Through a sector wide approach, the sector brings together state and non-state actors who play

complementary roles in planning, budgeting, programme implementation, monitoring and evaluation. The state institutions responsible for administering justice, maintaining law and order and promoting the observance of human rights include among others Ministry of Justice and Constitutional Affairs (MoJCA), Judiciary; Ministry of Internal Affairs (MIA), Uganda Police Force (UPF), Law Development Centre (LDC) and the Ministry of Gender, Labour and Social Development (MoGLSD). The non-state actors including; Development Partners, academia, CSOs, media and private sector groups complement Government in the delivery of justice, law and order and advocacy for adherence to human rights. For more information about the institutional organisation of the JLOS sector see annex 7.

The JLOS Secretariat plays a key role providing technical support, advisory services and coordination in the implementation of the SDPIV. The JLOS Secretariat is hosted in the Ministry of Justice and Constitutional Affairs (MoJCA) which plays a lead role in the sector and is responsible for contractual purposes. The secretariat, facilitates communication, coordination and cooperation within JLOS institutions and between JLOS institutions and other stakeholders. It is also engaged in change management advocacy within the JLOS institutions and provides technical back stopping to institutions as necessary to attain JLOS results.

### **SWOT overview of the JLOS sector in Uganda (source The Fourth Sector Development Plan, 2017-2020)**

The SDP IV builds upon existence of policy frameworks to guide service delivery and the commitment of sector institutions to improve service delivery. Progress has been attained since inception of the sector in 1999 notably in the enhanced coordination and communication between the JLOS institutions and impact in the enactment of key laws; geographical distribution and reach of institutions and disposal of criminal cases. The staffing in the sector has also grown tenfold particularly with the recruitment of Judicial Officers, State Attorneys, Police and Prisons staff.

The Sector however still faces some key challenges which the SDP IV seeks to address for example the need for improved access to justice services for vulnerable groups, physical state of JLOS facilities, access to JLOS service and limited financial and human resources. This calls for the full involvement of every sector institution to deliver the results within their mandates and capacities guided by a number of principles such as:

- widening and deepening access to services of designated JLOS institutions eliminating case backlog;
- addressing the wider civil and criminal justice challenges;
- development and funding of special programmes to target gender, age, poverty and other forms of vulnerability;
- a deeper knowledge and understanding of the informal justice system with a focus on innovation to bridge the gap between formal and informal justice systems, whilst being committed to national and international human rights standards.

Government and departmental initiatives to improve service delivery have been identified as the best existing opportunities to the overall quality of justice services. The challenge that remains is their gradual implementation. Limited financial and human resources, insufficient

staff training and the lack of ongoing monitoring and evaluation of service delivery remain threats that can hinder possible improvements in the Sector.

To attain the objectives of the SDP IV, the sector has to address serious capacity constraints for example human resource and capacity gaps. To date, focus has been on increasing staff numbers so as to enhance access and reduce the ratio of staff to population notably for the armed services like the police and prisons; and strengthening technical capacity and professionalism of staff in JLOS particularly in the administration of justice, law and order.

The main strengths identified in overall service delivery revolve around the existence of policy frameworks to guide service delivery and the commitment by Sector institutions to improve the delivery of services. The main weaknesses identified in overall service delivery were the physical state of facilities, access to services, the levels of information provided to citizens, the lack of proper complaints mechanisms, and the lack of consultation with citizens, as well as internal clients to the departments.

#### The embassy's objectives in the field of post-secondary education, relevant to Security and Rule of Law in Uganda

Considering the goals of OKP and relevant connections with the priorities of the Dutch bilateral JLOS sector support the EKN identified the following result areas for OKP support:

- juvenile and child justice;
- sexual & gender based violence (SGBV)/ human/women rights;
- safety and security refugee settlements and host communities;
- transitional justice;
- commercial justice.

The JLOS is supported by a number of donors currently including the EKN. The Dutch government has also been one of the development partners to support under the previous NICHE program law education, the Judicial Studies Institute, the Police and Prisons Training Schools, and Capacity for forensics (Government Analytical Laboratories, Police and Mulago).

## **Analysis of education and training needs in prioritized JLOS themes**

JLOS aims to address the issue of institutional functionality through a sector wide capacity assessment and capacity development plan aimed at optimal utilization of resources to develop capacities to attain the SDP IV results. In its recently launched Fourth Strategic Development Plan, JLOS emphasises the enhancement of human resource capacity and the professionalism of the institutional staff. Of particular interest will be leadership capacities; systems; staffing and staff capacities; tools and infrastructure and capacities to integrate cross cutting issues; rights based approach and results oriented management across the Sector. OKP should support the JLOS sector through contributing to strategies of staff capacity building, strengthen research capacity and continuous learning .

### Analysis of the education and training gap for Security and Rule of Law

Among the 18 institutions aligned in the Justice Law and Order Sector (JLOS) that bring together key actors in the administration of justice, law and order in the country there are several that have education and training responsibilities to ensure sufficient and qualified human resource development in the JLOS sector. Enhancing human resource capacity and professionalism of the institutional staff has been identified as key priorities that will enable the sector to enhance service delivery and access to justice especially for vulnerable groups in Uganda. There are specific training institutions established in Uganda that are accredited and mandated to provide training and education for legal professionals before they start their career in legal institutions or on the job (in-service) training for judiciary staff and staff of JLOS institutions.

The Law Development Centre (LDC) is the sole provider of the postgraduate Bar Course (required to become a lawyer) and active member of JLOS. To gain entrée to the Bar Course in Uganda, a person must have a Bachelor of Laws (LL.B) undergraduate degree from a recognized university. Regarding pre-university requirements, universities have different requirements for entry into their law courses. The liberation of legal education in Uganda has led to the explosion in number of students graduating from law schools. Eight universities are accredited by the National Council of Higher Education (NCHE) to offer law degrees. With limited coordination or consistency in the levels of education delivered by these universities and the varied entry levels required by the universities, it has been difficult to monitor the quality of graduates produced. As a result there is often a significant gap between the exit levels of these students and the desired entry level of the Bar course LDC.

Other training institutions such as the Police and Prison Training Schools through the Ugandan Police Force and Ugandan Prison Service are also active JLOS institutions responsible for administering justice, maintaining law and order and promoting the observance of human rights. Furthermore, the JLOS secretariat also holds strong relationship with the Judicial Studies Institute (JSI) as the only accredited institute that provides on the job (in-service) training for Judiciary staff including judges as well as staff in JLOS institutions. It falls under the supervision of the Governing Council headed by Justice of the Supreme Court.

There are however gaps in the implementation, coordination and regulation of professional training and tertiary legal education in Uganda. The Uganda Law Council (ULC) which is mandated to oversee legal education in Uganda has not been able to effectively monitor

all the institutions that are providing legal education at University and tertiary level. The JLOS has noted in some domains poor quality of graduates and weak levels of professionalism in legal education and practice and seeks to address these issues through strengthening Human Resource Capacity under the SDP IV by capacitating specialized institutions for legal education such as de Law Development Centre, the Judicial Studies Institute (JSI) and the Police and Prison training institutes. The absence of a formalised legal education roundtable that brings together key stakeholders to discuss ways of improving quality and professionalism of legal education has been identified. Key actors include the Law Faculties, LDC, JLOS, Ministry of Justice (Uganda Law Council), JSI, Uganda Law Society, Ministry of Education (tertiary institutions) and National Council for Higher Education.

### **Prioritised capacity building needs for OKP interventions**

In consultation with the JLOS stakeholders and EKN, OKP interventions should address and integrate the following three levels of capacity building needs:

#### **A. Prioritised education and training needs**

In general the education and training institutions responsible for pre-service and in-service training of staff from JLOS institutions and other legal organisations experience the following capacity building needs:

- **improve effectiveness and efficiency of professional training for Judiciary and supporting staff of Governmental institutions, and staff of the Justice Law and Order institutions that supports implementation and consolidation of sectoral reforms;**
- **develop and introduce competence based learning methodologies for training institutions with more skills development and practical training possibilities in different aspects of adjudicating justice; (integration of court cases and practical work assignments);**
- **better streamlining of education programmes in Law at universities and specialised legal training institutions;**
- **develop and link skills enhancement programs across the Justice Law and Order Sector;**
- **curriculum development that is relevant and responsive to current needs and upcoming new knowledge and skills domains within the judicial sector and the society in general;**
- **change systems and practices with in the Judiciary through evidence based research, institutional engagement and advocacy linked to training programmes;**
- **improve skills of teachers and lecturers in provision and didactics of specialized courses.**

## **B. Prioritised organisational development needs of JLOS institutions:**

The coordinating JLOS secretariat indicated also that for all engaged JLOS institutions in the SDPIV the following capacity building and organisational strengthening needs have been assessed as a priority to achieve the new policy goals:

- enhance results oriented management, change management and leadership skills including guidance of clear budgeting and monitoring and internal evaluation mechanisms;
- at a more technical level there is need to apply and make better use of existing ICT innovations in data generation, management and analysis;
- Improve public confidence through improved communication strategies and skills with a clear focus on customer care, public relations and citizen engagement (e.g. through roll out of neighbourhood watch programmes and community policing).

## **C. Prioritized themes within JLOS development plans**

In relation to the themes prioritized by the EKN in Uganda there is also need to improve the knowledge, skills and expertise of judicial experts, professionals and supporting staff in the handling and implementation of policy reforms and legal cases on:

1. Juvenile and child justice
2. Sexual gender based violence in relation to human rights
3. Safety and security refugee settlements/host communities
4. Transitional Justice
5. Commercial Justice

The capacity building interventions that are offered by OKP through calls should support the JLOS sector in addressing the described training and education gaps, organisational development needs and the thematic knowledge and expertise development needs that are prioritized under A, B and C. Interesting and eligible organisations for institutional partnership projects and tailor made trainings will be invited to present proposals that support elements mentioned under A, B and C.

Proposals for support could focus on the following intervention modalities:

1. Partnership projects between training and higher education institutions that provide relevant training and education programmes for judicial experts and professionals in Uganda and in the Netherlands;
2. Tailor-Made Training (TMT) for staff from Institutions in the JLOS sector
3. Individual scholarships for mid-career professionals working in the JLOS sector
4. Alumni events relevant that are related to the thematic priorities of OKP.

## V. Envisaged Theory of Change and outcomes

The Orange Knowledge Programme (OKP) expects to see the following change (**objective**): *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*<sup>7</sup>.

A [Theory of Change](#) (ToC) was developed for the OKP programme. The programme is funded by the Ministry of Foreign Affairs of the Netherlands and therefore the interventions implemented have to contribute to the Dutch development cooperation policy as described [here](#). The OKP M&E framework is intended to make clear that all Security & the Rule of Law (SRoL) interventions and Food Security 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 Uganda aims at the following objectives:

- contribute to End hunger (SDG 2) and
- contribute to promoting just, peaceful and inclusive societies and achieving legitimate stability (SDG 16)

through the strengthening of capacity, knowledge and quality of individuals as well as key organisations in the sector and organisations in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) in OKP partner countries.

The following **long-term impact** will be aimed at:

### For Food and Nutrition Security:

1. **Reduce malnutrition** (Contribute to lifting 32 million people out of undernourishment by 2030);
2. **Promote agricultural growth** (Contribute to doubling agricultural productivity and/or income of 8 million family farms by 2030);
3. **Create ecologically sustainable food systems** (Contribute to converting 7.5 million of hectares of farmland to sustainable use by 2030).

### For Security and Rule of Law:

1. **Human Security** (reduced levels of violence and levels of fear experienced);
2. **Rule of Law** (citizens are better able to access their rights through fair, efficient, impartial, independent and accountable institutions);
3. **Peace processes & political governance** (states, regional and local authorities and societies at large are able to effectively prevent and resolve conflict in a non-violent and inclusive manner);
4. **Social and economic reconstruction** (Income generating and livelihoods opportunities to prevent the (re)occurrence of conflicts, instability or irregular migration)

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<sup>7</sup> An overview of priority themes per country can be found in the [Multi Annual Strategic Plans](#) of the Embassies

The following **medium-term impact** 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 3 describes the Theory of Change for Uganda.

Annex 4 provides an M&E matrix presenting the expected outcomes and connected indicators for the OKP country programme.

## **VI. Articulation of demand and supply**

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 cooperation projects and group training. Based on those calls key organisations in [COUNTRY] 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 4 and 5. Please refer to the [policy framework](#) that underlies the OKP and an explanation of the various modalities explained under [okp-modalities overview](#)

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:

Step	Date
CPI published on Nuffic website	31 July 2018
First call published	August/September 2018
Deadline call	October/November 2018
Selection partners	November/December 2018
Start of project in case joint proposals	December 2018 or January 2019

## VII. Indicative budget for the programme

As a general indication, the agreed budget over the term of the programme is as follows:

Period of implementation 2018 – 2022:	FNS	SRoL	Total
Institutional projects	EUR 3,000,000	EUR 750,000	EUR 3,750,000
TMT, TMT+ and group training	EUR 500,000	EUR 850,000	EUR 1,350,000
Individual scholarships	EUR 1,500,000	EUR 400,000	EUR 1,900,000
Total	EUR 5,000,000	EUR 2,000,000	EUR 7,000,000

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.

OKP promotes co-funding and matching of funds. Uganda is classified by the OECD as an Least Developed Country<sup>[1]</sup>. Proponents applying for Tailor Made Trainings and Institutional Partnership projects are encouraged to include co-financing in their proposals. This will contribute to reciprocity and ownership of results established within the collaboration between all partners. Integration of co-financing in the breakdown of budgets will be one of the assessment criteria in the selection of proposals. For Uganda Nuffic will not introduce a minimum level of co-financing as mandatory for applications.

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<sup>[1]</sup> OKP countries are classified in accordance with the list of Development Assistance Committee ([DAC list](#)) of the OECD.

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

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. EKN in Uganda wishes to make more strategic use of the Holland Alumni Network in the strengthening of bilateral relationships. Also in the framework of OKP Nuffic will align alumni events and networking with the further implementation and monitoring of this programme.

### In FNS

During the identification process Nuffic also took into account national and regional interventions by local authorities, NGOs and other (inter)national donors on selected priority themes. Information from the EKN, other donors and stakeholders about existing projects/programmes in Uganda served as input for the priority setting of the areas of interventions for OKP listed above.

Applicants for OKP support have to describe in their proposals which strategy they will adopt to ensure that OKP activities are being developed and implemented in coordination with programmes conducted by the EKN, national government, NGOs and technical and financial partners (TFPs).

OKP will have to complement and contribute to the current Food Security programmes of the EKN that have shown good results in improving land and labour productivity and increasing income. In dairy, efforts concentrated on improving production, income and access to markets, e.g. subsidizing energy efficient milk coolers that improve the quality of the milk, but also reduce diesel costs and greenhouse gas emissions. Regarding crops the EKN focused on increased production in irrigated rice, Irish potatoes, beans, sorghum and sesame through the use of quality seeds from local seed groups, organic fertilizer, good agronomic practices. It includes the development of productive linkages with processors and improvement of feeder roads. Women and youths have been specifically targeted in EKN activities (e.g. in local seed groups almost half of the members have been women, with women in leadership positions). Whenever possible the OKP initiatives will have to build on ongoing or concluded initiatives of the EKN and its partners and previous projects of NICHE.

Of special importance is the Embassy's 5 year project **Skilling Youth for Employment in Agribusiness (SKY)** project, which is implemented by the international NGO AVSI and launched in November 2015. This project's main goal is to enhance sustainable creation of employment of youth in the agribusiness sector in the areas of Lake Kyoga, Elgon, Lake Victoria Crescent, and South-Western Uganda creating employment opportunities for approximately 6,000 youth and generating a projected total annual income of \$4 million. AVSI has built strategic partnerships with key private sector players in agri-business and agri-institutions (BTVETs, schools, colleges and universities) to increase excellence, significance, competence and provide hands-on skills to youth in preparation for employment. The AVSI "Baseline report – skilling youth for employment in agribusiness (SKY) project" describes youth employment in the agricultural sector, agribusiness entities, learning farms and profiles agro-

institutions and colleges the project area (Western Uganda, Mt. Elgon area, the Lake Victoria Crescent).<sup>8</sup>

Embassy projects on Food and Nutrition Security in Uganda that relate to the priority areas for OKP are the following:

- **Resilient Efficient Agribusiness Chains (REACH)**; Support to the potato and rice value chains through 'Making Markets work 4 the Poor' approach. Lead partner IFDC (duration: 2016-2020);
- **The Integrated Dairy Enterprise (TIDE)**: Support to the dairy sector in the key dairy production area in Uganda. Lead partner SNV, others Agriterro, The Frisian, Yoba probiotic yoghurt (duration: 2015-2020);
- **Integrated seed sector development plus** (food crops and horticulture development). Lead partner Wageningen University and Research/CDI), others East West, Holland Greentech, Xclusive e.o. 2016-2020
- **SKY**; Agri-skilling for women and youth. Lead partner AVSI. 2015-2020 (see above).
- **Solar for Farms** (solar energy for agribusiness). Lead partner SolarNow. 2014-2018. EUR
- **Improving access to finance** (lead partners dfcu/Rabobank and Financial Access/SNV).
- Nation-wide and well publicised annual "**Best Farmers Competition**" (partners Vision Group, dfcu, KLM).
- **Policy development and support** (lead partner IITA)
- **Agribusiness skilling and horticulture development for refugees and host communities in West-Nile** (lead partners ICCO and WUR/CDI). This is a new support initiative of the EKN

OKP will have to complement and contribute to these current Food Security programmes of the EKN that have shown good results in improving land and labour productivity and increasing income.

Complementarity and coordination has to be sought with national policies and other donors to make sure goals are aligned and impact can be enhanced.

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.

Other relevant programme for which OKP has to seek alignment and harmonization in Uganda are:

- **The Uganda Skills Development Project (USDP)** supported by the World Bank and located in the MoES. This programme supports four Colleges namely; Uganda Technical College (UTC) Bushenyi, UTC Elgon and UTC Lira as well as Bukalasa Agricultural College to become Centres of Excellence (CoEs). These colleges will offer high-quality Competency-Based Training for artisans (low-level), artisans (medium-level) and technicians (higher-level) with the intention

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<sup>8</sup> For the full baseline report see: <http://www.avsi-skyresults.ug/files/reportmay16.pdf>

to equip them with skills demanded by selected trades/occupations in the manufacturing, construction, and agro-processing sectors of the Ugandan economy. International training providers will be sought as twinning partners who will support the colleges in developing their curriculum, as well as providing advice on the infrastructure and equipment required to reach this goal.<sup>9</sup>

- The **Support To Skilling Uganda Strategy Project (SSUP) (2015-2020)**, implemented by the Belgian Development Agency Enabel, is supported by the World Bank, Ireland, Belgium, and the EU. It includes the component to develop skills in TVET (across all sectors, not just agriculture). An interesting component within the project is the “Skilling Development Fund” (SDF), which consists of 3 regional baskets (Karamoja, Albertine and Ruwenzori, Northern Uganda and Kiryandongo), with the objective to create trainer-industry partnerships to develop new training programmes. Other donors are invited to open baskets in other geographic regions or even on specialised themes; these could then be administered and/or supported by the SSUP.

- **PUM programme:** Uganda is a focus country in terms of PUM assignments. PUM experts are used in embassy programmes as well as outside the program. Options for synergy with OKP should be looked into. See also <https://www.pum.nl>

- **RVO programmes:** The Netherlands Enterprise Agency has various programmes Uganda that support sustainable business development and emerging markets. These programmes focus on innovative investment projects, transfer of technology, knowledge and skills in social and economic sectors. Especially their Private Sector Development programmes provide good potential for alignment with knowledge and capacity building programmes of OKP. See [this link](#) for a list of current RVO initiatives.

#### *Regional support opportunities*

A relevant initiative of international cooperation is the World Bank's **Strengthening Agricultural Higher Education in Africa (SHAEA)** that is currently being developed and in which the government of Kenya has indicated 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.

The added value of OKP will be the strengthening of capacity of local and regional higher education, training and research institutions to collaborate in a joint and coordinated development, maintenance and implementation of education, training and research programmes that are responsive to the key areas of the SHAEA programme. For OKP a key focus will be to support SHAEA initiatives in the quality development of professional

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<sup>9</sup> For more info about this USDP project see:

<http://www.education.go.ug/data/smenu/77/PROJECT%20COMPONENTS.html>  
[www.education.go.ug/files/downloads/USDP%20Project%20Brief.pdf](http://www.education.go.ug/files/downloads/USDP%20Project%20Brief.pdf)

education and vocational training through input of new knowledge and innovations relevant for agri-business development, extension services and agricultural skills training. OKP could also support the regional offer of quality education, training and research programmes in East Africa regarding the development of regional agricultural value chains through:

- regional knowledge sharing;
- sharing of resources from country budgets for education and training development;
- regional division and specialisation of education and training facilities;
- establishment of regional networks of excellence between universities, TVET institutes and research centres;
- comparative and interdisciplinary research programmes and creation of best practices.

#### Alignment with other development partners in SRoL

The fourth strategic development plan for JLOS in Uganda has clarified clear development partnership arrangements. JLOS SDPIV is financed by the Government of Uganda with contributions from development partners, through basket and bilateral arrangements. Partners who have committed to support the implementation of the Plan include the Netherlands, Ireland, Britain, Norway, Sweden, Austria and European Union through the basket arrangement and in accordance with the Government of Uganda Donor Partnership principles that are currently under revision. The Danish and American Governments, UNICEF, UN Women and others to be identified will support the plan through directed bilateral support. The design of JLOS SDPIV is flexible to allow OKP support to join at a later date. The coordination of financial support, technical knowledge and international experience between development partners will continue to be done under the JLOS Development Partner Group. OKP partners will have to contact the JLOS secretariat and the EKN to ensure effective coordination and cooperation with other stakeholders and donors.

#### **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 OKP programme
- Annex 2. NICHE/NPT project list and NFP information
- Annex 3. Theory of Change for the OKP programme in Uganda for FNS and SRoL
- Annex 4. Matrix of OKP programme outcomes and impact indicators
- Annex 5. Relevant resources of reference
- Annex 6. Reference to relevant sections in the JLOS, Fourth Strategic Development Plan, 2017-2020

## 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 Uganda 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 NICHE/NPT project list and NFP information

### Overview of NICHE projects in Uganda

Project number	Title	Project budget €	Project duration	Project outcomes	Dutch Providers	Requesting organisation
NICHE-UGA-017	Mainstreaming and Strengthening the Social Component in the Justice, Law and Order	1.091.548	1-9-2010 till 31-08-2015	<p>Specific objectives (SO)</p> <p>SO1. To develop comprehensive relevant training curricula and course modules to train staff in JLOS institutions on aspects of the social component in Justice, Law and Order.</p> <p>SO2. To strengthen the capacity of trainees, NTISD and JLOS institutions through outreach interventions that promotes demand for justice on social related issues.</p> <p>SO3. To strengthen the training delivery, research and organizational capacity of NTISD.</p> <p>&amp;nbsp;</p> <p>Crosscutting objectives:</p> <p>Gender To contribute to the mainstreaming of issues of gender, HIV/AIDS and Vulnerability in the social component training for JLOS.</p> <p>&amp;nbsp;</p> <p>Labour Market To strengthen the capacity of trainees to mainstream labour and employment rights issues, and enhance their potential to access the labour market.</p>	Erasmus University Rotterdam/ISS (leader) Leiden University of Applied Sciences	Nsamizi Training Institute of Social Development
NICHE-UGA-083	Enhancing Capacity for Agricultural Research and Training in Gulu University (ECART)	1.348.128	31-12-2011 till 1-10-2016	<p>a. To develop and implement relevant agricultural training programmes.</p> <p>b. To increase capacity for agricultural research.</p> <p>c. To further develop and strengthen outreach and extension services.</p> <p>Gender objective: To strengthen female participation in agricultural training and skills development.</p> <p>Labour market objective: To ensure that the agricultural training programmes of Gulu University respond to labour market demands in Uganda</p>	International Centre for development oriented Research in Agriculture (leader) Royal Tropical Institute; University of Greenwich	Gulu University
NICHE-UGA-084-131	Capacity enhancement of UMI for delivery of programmes that support school	3.199.831	1-9-2011 till 1-3-2017	<p>Specific Objective 1: To develop the capacity of UMI through staff training, curriculum development and improvement of facilities for sustainable delivery of comprehensive and relevant training programmes in educational management, accountability and supervision</p> <p>Gender Objective 1: To develop an overall gender policy and specifically mainstream gender in UMI's training programme in educational management and supervision</p> <p>Labour Market Objective 1: To tailor UMI's training programme in educational</p>	CINOP Global (leader) ICON Institute; Leiden University of Applied Sciences; University of Pretoria	Uganda Management Institute

	management and supervision			management and supervision to the needs of the Education sector Specific Objective 2: To pilot the developed training programmes at all levels, including MOES (DES, TED, BED), District/Municipal Education Officers, District/Municipal Inspectors of Schools, Head Teachers and their deputies, and BVET school managers, in the pilot districts of the QEI and PRDP Gender Objective 2: To train a gender balanced team of MOES staff, officers, inspectors, head teachers and school managers in the pilot districts of the QEI and PRDP in gender responsive school management and supervision Labour Market Objective 2: To train the first batch of MOES staff, officers, inspectors, head teachers and school managers in the pilot districts of the QEI and PRDP to respond to the needs of the Education sector		
NICHE-GLR-258	Institutional strengthening of RTF to deliver training programmes in the prevention and mitigation of SGBV	1.002.750	1-11-2016 till 31-10-2020	<p>1. At the end of the project, the Regional Training Facility of the ICGLR will have the professional and organisational capacity to develop, implement and maintain gender-sensitive curricula and training programmes on a regional level in SGBV for:</p> <ul style="list-style-type: none"> <li>- police officers;</li> <li>- judicial officers;</li> <li>- medical and psychosocial professionals,</li> </ul> <p>that respond to the human resource development needs for men and women.</p> <p>2. At the end of the project, the Regional Training Facility of the ICGLR will have the professional and organisational capacity to establish and implement a regional SGBV knowledge and training network that facilitates regional collaboration in:</p> <ul style="list-style-type: none"> <li>- mobilisation and organisation of pool of experts and trainers,</li> <li>- monitoring and evaluation of training programmes integrating feedback from stakeholders,</li> <li>- documentation, and knowledge sharing,</li> <li>- other outreach programmes,</li> </ul> <p>in the prevention, mitigation, resolution and reduction of SGBV cases in the 12 member states of the ICGLR.</p>	Maastricht School of Management (MSM) (leader) Living Peace Institute; Rutgers WPF	Regional Training Facility (RTF) on Prevention and Suppression of Sexual & Gender Based Violence (SGBV) in the Great Lakes Region
NICHE-GLR-262	Strengthening the EALAN network in Land Governance programmes	998.910	15-1-2016 till 14-1-2020	<p>At the end of the project the Eastern African Land Administration Network will have the academic, professional and organizational capacity to develop, implement and maintain gender-sensitive curricula, trainings and (comparative) research on:</p> <ol style="list-style-type: none"> <li>1. Land administration,</li> <li>2. Land governance and policies, and</li> <li>3. Access to land for women and vulnerable groups</li> </ol> <p>in all member countries of the network, that contribute to regional knowledge sharing and evidence-based policy development and respond to the demands of the labour market.</p>	University of Twente/ITC (leader) PTC+ Ede; Land Development and Governance Institute; MDF Training & Consultancy	Eastern African Land Administration Network
NICHE-GLR-264	Enhancing capacity in Natural Resource Management	1.283.074	1-2-2017 31-1-2021	<p>1. At the end of the project, the GVTC and its education and research partners will have the professional and organisational capacity to develop, implement and maintain gender-sensitive training, education and research programmes on a regional level in Natural Resources Management (focusing on Forest and Parks wildlife; Water, Lands, Oil &amp;</p>	VU University Amsterdam (leader)	Greater Virunga Transboundary Collaboration

	and conflict resolution for stability and inclusive growth in the Greater Virunga Landscape			<p>Mining resources) with emphasis on conflict prevention, mediation and resolution that respond to the human resource development needs for men and women in the Great Lakes Region.</p> <p>2. At the end of the project, the GVTC and its education and research partners will have the professional and organisational capacity to establish and implement a regional knowledge and training network in Natural Resources Management (with focus on Forest and Parks wildlife; Water, Lands, Oil &amp; Mining resources that facilitates regional collaboration in:</p> <ul style="list-style-type: none"> <li>- mobilisation and organisation of a pool of experts and trainers in NRM,</li> <li>- monitoring and evaluation of training programmes integrating feedback from stakeholders,</li> <li>- information gathering and information management on conflicts in NRM;</li> <li>- the design and implementation of outreach programmes in conflict prevention, mediation and resolution in relation to NRM;</li> <li>- documentation, knowledge sharing and research in effective policy implementation of NRM.</li> </ul>	Ghent University; Search for Common Ground	
NICHE-UGA-288	Strengthening institutional training and education capacity for Sexual Reproductive Health and Rights	3.700.000	1-12-2016 till 30-11-2020	<p>At the end of the project Makerere University, Nsamizi Training Institute of Social Development have the organisational and academic capacity:</p> <p>1. to coordinate and collaborate in a joint development, maintenance and implementation of gender sensitive pre-service and in-service education, and training programmes in SRHR, that enhance staff capacities and deliver graduates that respond to the needs of SRHR target groups as well as to the demands of the labour market in Uganda.</p> <p>2. to organize and implement a national SRHR training, outreach and research network that facilitates collaboration between government, SRHR training providers and SRHR service providers in civil society on:</p> <ul style="list-style-type: none"> <li>- development and implementation of training programmes</li> <li>- mobilisation and organisation of pool of experts and trainers,</li> <li>- monitoring and evaluation programmes with stakeholders,</li> <li>- documentation and knowledge sharing,</li> <li>- scientific evidence gathering and production of comparative studies and applied research</li> <li>- streamlining and enhancing youth and community outreach</li> </ul>	International Institute of Social Studies of Erasmus University Rotterdam/ISS (leader) Rutgers WPF	Makerere University School of Public Health
NICHE-UGA-305 Innocap project	Establishing a (virtual) Centre of Excellence (VCoE) linked to practical locations, where	198.154	27-2-2017 till 26-2-2019	<ol style="list-style-type: none"> <li>1. Establishment of at least 1 (Virtual) Centre of Excellence (hub)</li> <li>2. Establishment of at least 4 knowledge locations (satellites)</li> <li>3. BTEC training implemented</li> <li>4. local distant training: technology in place, local trainers gained experience on, and practised themselves in distant training courses</li> </ol>	Delphy (leader) Lentiz Education Group	Agromax Ltd

	Knowledge and Research blend into practical ready-to-use application and training tools			5. Procedures are in place for flywheel concept, ensuring continuous exchange of (field) experiences and (local) research		
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### Overview of regional NICHE projects in the Great Lakes Region

Project number	Title	Project budget €	Project duration	Project outcomes	Dutch Providers	Requesting organisation
NICHE-GLR-258	Institutional strengthening of RTF to deliver training programmes in the prevention and mitigation of SGBV	1.002.750	1-11-2016 till 31-10-2020	<p>1. At the end of the project, the Regional Training Facility of the ICGLR will have the professional and organisational capacity to develop, implement and maintain gender-sensitive curricula and training programmes on a regional level in SGBV for:</p> <ul style="list-style-type: none"> <li>- police officers;</li> <li>- judicial officers;</li> <li>- medical and psychosocial professionals,</li> </ul> <p>that respond to the human resource development needs for men and women.</p> <p>2. At the end of the project, the Regional Training Facility of the ICGLR will have the professional and organisational capacity to establish and implement a regional SGBV knowledge and training network that facilitates regional collaboration in:</p> <ul style="list-style-type: none"> <li>- mobilisation and organisation of pool of experts and trainers,</li> <li>- monitoring and evaluation of training programmes integrating feedback from stakeholders,</li> <li>- documentation, and knowledge sharing,</li> <li>- other outreach programmes,</li> </ul> <p>in the prevention, mitigation, resolution and reduction of SGBV cases in the 12 member states of the ICGLR.</p>	Maastricht School of Management (MSM) (leader) Living Peace Institute; Rutgers WPF	Regional Training Facility (RTF) on Prevention and Suppression of Sexual & Gender Based Violence (SGBV) in the Great Lakes Region
NICHE-GLR-262	Strengthening the EALAN network in Land Governance programmes	998.910	15-1-2016 till 14-1-2020	<p>At the end of the project the Eastern African Land Administration Network will have the academic, professional and organizational capacity to develop, implement and maintain gender-sensitive curricula, trainings and (comparative) research on:</p> <ol style="list-style-type: none"> <li>1. Land administration,</li> <li>2. Land governance and policies, and</li> <li>3. Access to land for women and vulnerable groups</li> </ol> <p>in all member countries of the network, that contribute to regional knowledge sharing and evidence-based policy development and respond to the demands of the labour market.</p>	University of Twente/ITC (leader) PTC+ Ede; Land Development and Governance Institute; MDF Training & Consultancy	Eastern African Land Administration Network

## NFP information

### A. NFP Tailor-made trainings

Herewith an overview of the TMT's implemented in the period 2014-2017 in Uganda regarding subjects and the organisations and Dutch institutions involved. The table below includes also co-financed tailor-made trainings:

Year	Name requesting organisation	Dutch institution	Title	Discipline	NFP/ subsidy	Co-funding
2014	Gulu University	Maastricht School of Management	Pro-Poor Value Chain Development to Strengthen Gulu University and Stakeholder Platforms in Northern Uganda	Food security	€ 73.364	
2014	YAN Africa (former YEDMA)	Quente	Young and ambitious: go for agribusiness!	Food security	€ 64.112	
2014	National Agricultural Research Organisation (NARO)	Wageningen UR Centre for Development Innovation	Managing Agricultural Research for Impact	Food security	€ 65.678	
2015	Seeta Institute of Animal Production and Management	Dairy Training Centre (DTC)	Capacity building and re-tooling of academic staff of Seeta institute of Animal Production and Management	Food security	€ 74.987	
2015	Anti Corruption Coalition Uganda	The Hague Academy for Local Governance	Local Level Advocacy in a Changing Environment	Security and the legal order	€ 74.510	
2016	RENA Foundation Uganda	MDF Training & Consultancy	Strengthening educational services and organizational capacity of RENA Foundation Uganda	Food security	€ 72.133	€ 19.443
2016	Uganda Tropical Plants Association (UTAP)	DLV Plant BV	Sustainable & effective crop-management	Food security	€ 71.811	€ 17.953

2016	Muni University	Ecopolis Europe	Capacity building for cross-border agro-hub development	Food security	€ 74.962	
2016	Uganda Technical College Kichwamba	Hanzehogeschool Groningen	Development of energy courses (Oil & gas and renewable) for Technical Colleges and Technical Institutes	Private sector development/ entrepreneurship	€ 74.826	€ 14.004
2016	Ministry of Internal Affairs	Center for International Legal Cooperation (CILC)	Restorative Justice and Community Service as a Sanction	Security and the legal order	€ 74.908	
2016	National Water and Sewerage Corporation (NWSC)	Stichting IHE Delft	Developing Emerging Water Leaders in the Uganda Water Supply sector - For more effective policy and implementation	Water and sanitation	€ 74.972	€ 20.500
2017	Masaka Diocesan Development Organisation	Dairy Training Centre (DTC)	Entrepreneurship, technology transfer and gender in the dairy value chain	Food security	€ 71.803	€ 3.000
2017	Makerere University, College of Agricultural and Environmental Sciences	Technische Universiteit Delft	Innovation and entrepreneurship to aid agricultural value chains capacity	Food security	€ 54.583	€ 14.817
2017	Bukalasa Agricultural College (BAC)	CINOP Global B.V	Competence based education and entrepreneurial skills for agribusiness	Food security	€ 57.625	€ 14.099
2017	Muni University	Ecopolis Europe	Public-private quality assurance in hybrid seed potato R&D and production in the Lake Albert cross-border area.	Food security	€ 75.000	€ 19.000

2017	Barefoot Law	Hague Institute for the Internationalisation of Law	Justice entrepreneurship school: training the next generation of Uganda's justice innovators	Private sector development/ entrepreneurship	€ 70.144	€ 17.000
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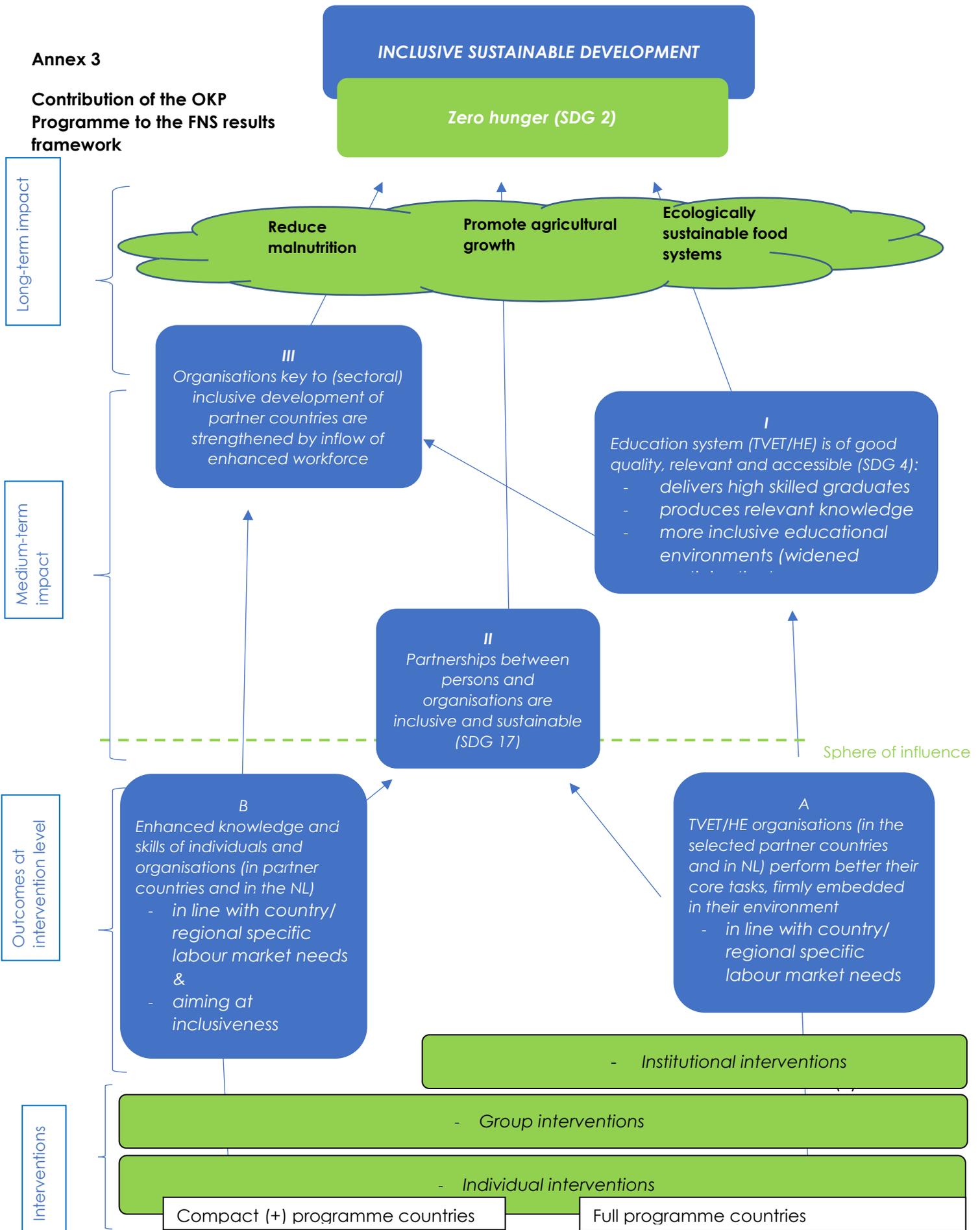
B. NFP Refresher Courses

The NFP also offered funds for refresher courses for alumni, to increase the impact and prolong the effect of previous training. Below is a list of refresher courses implemented in Uganda for the period 2015-2017. A refresher course is a tailor-made training course initiated by a Dutch institution or by NFP alumni. The courses contributed to the institutional development of the alumni's employing organisations and prolong the impact of the original training.

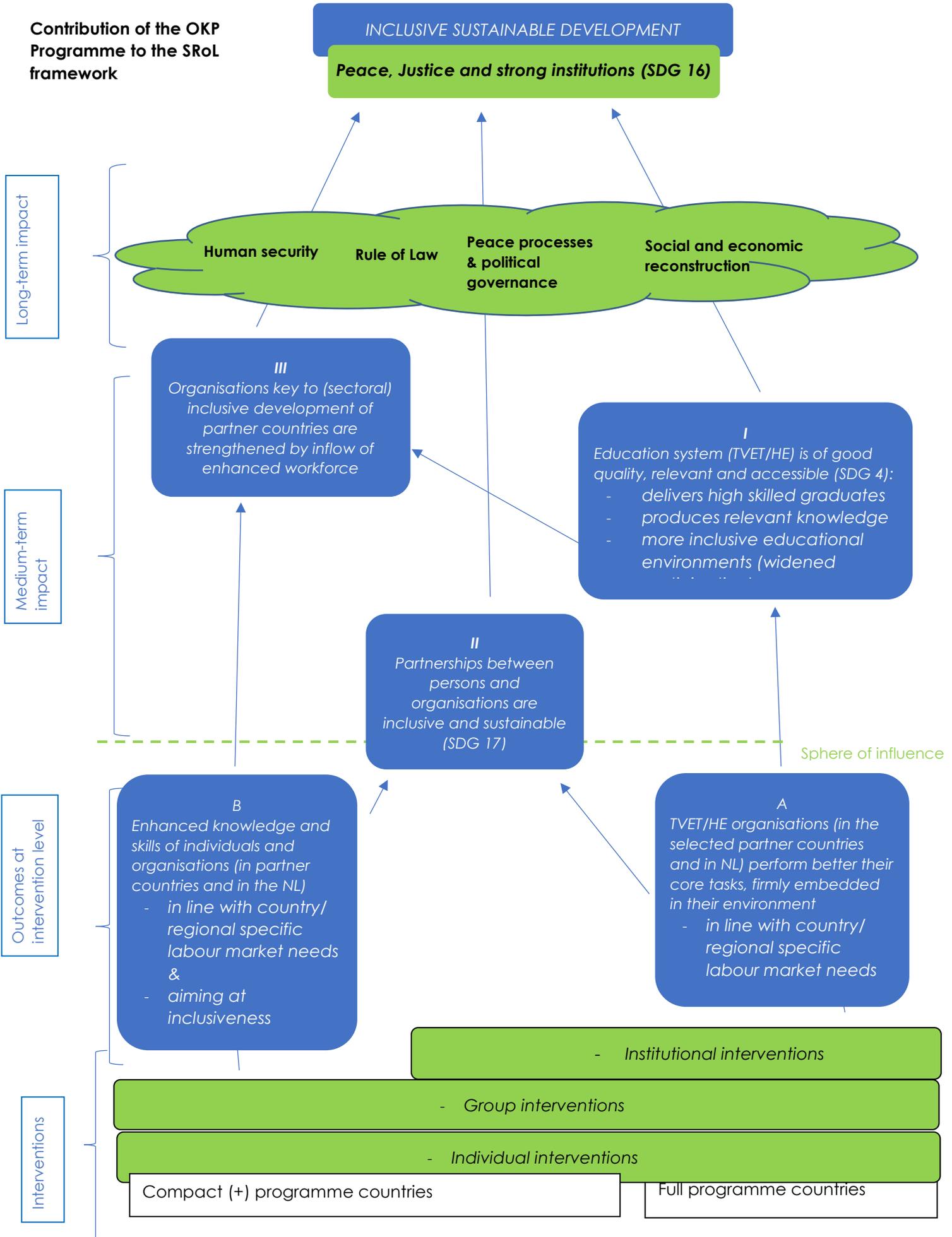
Year	Subject	Dutch organisation	Requesting organisation
2015	Food security and cross-border development at grass roots	Ecopolis	Youth and Women Community Development Organisation
2015	Women's Sexual and Reproductive Health - Getting the Stories Right	RNTC	Uganda Radio Network
2015	Modelling practice and tools: their roles in water resources management in the 21st Century	UNESCO-IHE	National Water and Sewerage Corporation (NWSC)
2015	Earth observation and spatial analysis for enhanced climate and disaster risk management for societal benefit in Africa	Twente University	Makerere University (MAK)
2016	Implementing Alternative Care in East Africa: policy trends and best practices for children deprived of parental care	International Institute of Social Studies, Erasmus University Rotterdam	Alternative Care Initiatives
2017	Intern-organizational sustainable investment development in the Ituri/West Nile cross border region	Ecopolis	Muni University
2017	Strengthening the capacity of dairy cooperatives as centres of excellence in the dairy value chain	DTC	Masaka Diocesan Development Organization

**Annex 3**

**Contribution of the OKP Programme to the FNS results framework**



**Contribution of the OKP Programme to the SRoL framework**



#### Annex 4. Matrix of OKP programme outcomes and impact indicators

- This matrix is intended to make clear that all FNS and SRoL interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Dutch Ministry of foreign affairs (<https://www.dutchdevelopmentresults.nl/theme>);
- It is important to be aware that this matrix is subject to adjustments, in line with the Dutch development policy;
- When designing an FNS and SROL intervention for OKP projects, 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 focussing on specific long-term impact or choosing more compulsory indicators, depending on the country focus.

#### For Food and Nutrition Security

<b>Objective:</b> <b>Contribute to:</b> <ul style="list-style-type: none"> <li>- <b>end hunger, achieve food security and improved nutrition and promote sustainable agriculture (SDG 2) and</b></li> <li>- <b>ensuring availability and sustainable management of water for all (SDG 6)</b></li> </ul> <b>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.</b>			
<b>Long-term impact at programme level (link with FNS and Water ToC)</b>			
Long term impact	Long term impact indicator	Medium-term impact indicator	Outcome indicator (project level)
<b>1) Reduce malnutrition</b>	Number of people lifted out of undernourishment	<ul style="list-style-type: none"> <li>- Number of undernourished people with improved food intake (indirectly**)</li> <li>- Number of undernourished people with improved access to healthy/diverse food (indirectly**)</li> <li>- Number of undernourished people whose nutritional situation became more resilient to shocks (indirectly**)</li> </ul>	<ul style="list-style-type: none"> <li>- Number of undernourished people with improved food intake (directly*)</li> <li>- Number of undernourished people with improved access to healthy/diverse food (directly*)</li> <li>- Number of undernourished people whose nutritional situation became more resilient to shocks (directly*)</li> </ul>
<b>2) Promote agricultural growth</b>	Number of family farms (sub-sector, male/female, age: % < 35) that doubled their productivity and/or income	<ul style="list-style-type: none"> <li>- Number of family farms (sub-sector, male/female, age: % &lt; 35) with increased productivity and/or income (indirectly**)</li> <li>- Number of family farms (sub-sector, male/female, age: % &lt; 35) with improved access to input and/or output markets (indirectly**)</li> </ul>	<ul style="list-style-type: none"> <li>- Number of family farms (sub-sector, male/female, age: % &lt; 35) with increased productivity and/or income (directly*)</li> <li>- Number of family farms (sub-sector, male/female, age: % &lt; 35) with improved access to input and/or output markets (directly*)</li> </ul>

		- Number of family farms (sub-sector, male/female, age: % < 35) whose farming enterprise became more resilient to shocks (indirectly**)	- Number of family farms (sub-sector, male/female, age: % < 35) whose farming enterprise became more resilient to shocks (directly*)
<b>3) Create ecologically sustainable food systems</b>	Number of hectares of farmland converted to sustainable use	<ul style="list-style-type: none"> <li>- Number of hectares of farmland used more eco-friendly (indirectly**)</li> <li>- Number of hectares of farmland that became part of improved watershed/landscape management (indirectly**)</li> <li>- Number of hectares of farmland that agro-ecologically became more resilient to shocks (indirectly**)</li> </ul>	<ul style="list-style-type: none"> <li>- Number of hectares of farmland used more eco-friendly (directly*)</li> <li>- Number of hectares of farmland that became part of improved watershed/landscape management (directly*)</li> <li>- Number of hectares of farmland that agro-ecologically became more resilient to shocks (directly*)</li> </ul>

\* 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.

### For Security and Rule of Law

<b>Objective:</b> 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.			
<b>Long-term impact at programme level (link with SROL ToC)</b>			
Long term impact	Long term impact indicator	Medium-term indicator	Outcome indicator (at project level)
<b>1 Human Security:</b>  <b>Reduced levels of violence and levels of fear experienced</b>	<ul style="list-style-type: none"> <li>- number of formal and informal security providers that perform their tasks more effectively, accountably, and are more transparent and responsive towards citizens and government</li> <li>- number of physical threats to personal safety are reduced</li> </ul>	<ul style="list-style-type: none"> <li>- number and % of beneficiaries (f/m) who report a reduction in violent incidents in the area where they live</li> <li>- number and % of beneficiaries (f/m) who report they are feeling secure in the area where they live.</li> <li>- number and % of beneficiaries (f/m) who report increased levels of trust in security sector actors</li> <li>- number and % of beneficiaries who report having received positive service provision by formal and informal authorities with regard to human security</li> <li>- number and % of beneficiaries (f/m) who report that they have a more negative perception about violent extremist organisations</li> </ul>	<ul style="list-style-type: none"> <li>- number of policy influencing initiatives aimed at long-term stabilisation</li> <li>- 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</li> <li>- number of community-based security sector providers that have improved knowledge and skills to offer effective, accountable and responsive service to citizens and government</li> <li>- number of national/local authorities supported in addressing root causes and triggers of violent extremism, particularly through SROL (push factors)</li> </ul>

	<p>and people are better able to cope with violence</p> <ul style="list-style-type: none"> <li>– number of violent extremist organisations that have become less attractive to vulnerable groups - especially youth - because better alternatives are available</li> </ul>	<ul style="list-style-type: none"> <li>– number of beneficiaries (f/m) from marginalised groups who report on reduced levels of violence and fear experienced</li> </ul>	
<p><b>2. Rule of Law Strengthened:</b></p> <p><b>Citizens are better able to access their rights through fair, efficient, impartial, independent and accountable institutions</b></p>	<ul style="list-style-type: none"> <li>– number of citizens from all groups with increased awareness of rights and use of fair and effective formal and informal justice systems</li> <li>– number of legal frameworks that are revised</li> <li>– number of justice institutions that are better able to perform their tasks independently, fairly, effectively, accountably, and in better coordination</li> <li>– number of transitional justice mechanisms to more effectively</li> </ul>	<ul style="list-style-type: none"> <li>– 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)</li> <li>– 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)</li> <li>– number of beneficiaries (f/m) who access transitional justice mechanisms</li> <li>– number of beneficiaries (f/m) who have improved awareness of their rights</li> <li>– number of beneficiaries (f/m) from marginalised groups who have improved access to their rights and judicial service facilities.</li> </ul>	<ul style="list-style-type: none"> <li>– number of beneficiaries with increased capacity to support policies that promote increase to access to justice</li> <li>– 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</li> <li>– number of justice innovations (e.g. scenario planning)</li> </ul>

	address legacies of human rights violations and root causes that give rise to conflict		
<b>3. Peace processes &amp; political governance:</b>  <b>States, regional and local authorities and societies at large are able to effectively prevent and resolve conflict in a non-violent and inclusive manner</b>	<ul style="list-style-type: none"> <li>- number of inclusive peace agreements, conflict resolution and peacebuilding initiatives to reach and sustain peace</li> <li>- number of initiatives to support inclusive and accountable national and local governance</li> </ul>	<ul style="list-style-type: none"> <li>- number and % conflicts that are addressed and resolved by community structures by the programme (note: this is an ARC indicator)</li> <li>- 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)</li> <li>- participation (and satisfaction) in governance processes (political decision-making, mediation and dialogue) by representation of various groups, with special reference to women and youth</li> <li>- perception on accountability/transparency of governance structures</li> <li>- number and % of beneficiaries (f/m) who feel represented by the government structures</li> </ul>	<ul style="list-style-type: none"> <li>- number of national and/or local level conflict resolution and peacebuilding mechanisms supported</li> <li>- number of beneficiaries with increased knowledge and skills to support policy influencing of in-country and regional conflict resolution and peacebuilding interventions</li> <li>- 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</li> <li>- number of beneficiaries with improved capacity for policy influencing on aspects of political governance and state building</li> </ul>
<b>4. Social and economic reconstruction:</b>  <b>Income generating and livelihoods opportunities to prevent the (re)occurrence of conflicts, instability or irregular migration</b>	<p>People have less personal grievances regarding income or livelihoods due to an increased ability to meet household needs.</p>	<ul style="list-style-type: none"> <li>- number and % of beneficiaries (f/m) who feel represented by the government structures</li> <li>- (disaggregated) number and % of programme beneficiaries who started a business / self-employment activity and sustained it six months after they started</li> <li>- (disaggregated) number and % of programme beneficiaries who indicate that their business / self-employment activities (which existed already before the grantees' interventions) have grown over the last 6 months</li> <li>- (disaggregated) number and % of trained/supported programme beneficiaries who have become employed</li> <li>- (disaggregated) number of direct jobs supported by targeted companies</li> </ul>	<ul style="list-style-type: none"> <li>- number of people with improved income in fragile and conflict-affected states</li> <li>- number of people using new or improved water points in fragile and conflict-affected states</li> <li>- direct jobs supported</li> <li>- number of people supported to improve their income/ livelihood opportunities</li> </ul>

		- (disaggregated) number and % of communities in programme areas that have adopted and are implementing livelihood protection strategies	
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Medium-term impact	Indicator
<b>I. Education system (TVET/HE) is of good quality, relevant and accessible</b> - delivers high skilled graduates - produces relevant knowledge - more inclusive educational environments (widened participation)	→ <i>Education</i> - <b>number of knowledge institutions that perform better</b> - <b>number of graduates (self) employed (male/female)</b> - 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) - <b>employers' satisfaction over the graduates' skills and knowledge</b>  → <i>Research</i> - number of research results/contributions translated into policy advice at national, regional or local level  → <i>Society</i> - <b>number of beneficiaries reached with knowledge, skills and techniques (indirectly**)</b> - number of services to community (indirectly**) - number of businesses co-investing in activities - number of improvements in (inter)national policies/laws (indirectly**)
<b>II. Partnerships between persons and organisations are inclusive and sustainable</b>	- <b>number of MoUs or other types of formal collaboration agreements exist 1, 3, 5 years after end of project</b> - number of joint (research) proposals submitted and financed - number of joint publications - number of joint/double degrees offered - <b>number of academic staff of partner country still cooperates with academic staff of other education organisation(s)</b> - 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
<b>III. Organisations key to (sectoral) inclusive development of partner</b>	→ <i>Individual</i> - <b>% of alumni who state that they have implemented in their workplace the knowledge and skills gained from the interventions</b> - % of alumni promoted to more strategic positions within their own organisation or other organisation

<b>countries are strengthened by inflow of enhanced workforce</b>	<ul style="list-style-type: none"> <li>- narratives from alumni on policy and procedural changes, inclusive development, and innovations as a result of interventions</li> <li>→ <i>Organisational</i></li> <li>- % employer satisfaction on suitability of the training for the organisation</li> <li>- <b>% of alumni still employed by the organisation that nominated them</b></li> <li>- <b>% employers that states that their department/organisation has become more effective because of OKP intervention</b></li> <li>- testimonials from employers on organisational changes (implemented procedure/techniques, work ethic etc. due to trained staff (critical mass))</li> </ul>
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\* 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.

Outcomes at project level	
Outcome	Indicator
<b>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 &amp; aiming at inclusiveness</b>	<ul style="list-style-type: none"> <li>→ Education <ul style="list-style-type: none"> <li>- <b>number of knowledge institutions supported directly</b></li> <li>- increased participation of students from minorities</li> <li>- <b>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)</b></li> <li>- number of graduates delivered (male/female/minorities degree/non-degree) (directly*)</li> <li>- number of curricula for degree, non-degree and short courses revised/newly developed</li> <li>- number of students enrolled in revised/newly developed study programmes (male/female)</li> <li>- student satisfaction (male/female)</li> </ul> </li> <li>→ Research <ul style="list-style-type: none"> <li>- number of research strategies/agenda/methodologies revised/strengthened and implemented</li> <li>- number of relevant publications (level, gender, inclusion)</li> <li>- number of relevant innovations</li> </ul> </li> <li>→ Society <ul style="list-style-type: none"> <li>- number of beneficiaries reached with knowledge, skills and techniques (directly*)</li> <li>- number of MoUs or other types of collaboration agreements signed (education, private, public, surrounding community) (in NL, own country, other country)</li> <li>- number of students performing an internship or practical work (male/female)</li> <li>- number of SMEs supported</li> <li>- number of improvements in (inter)national policies/laws (directly*)</li> </ul> </li> </ul>

	<p>→ Organisational</p> <ul style="list-style-type: none"> <li>- <b>improved gender equality and gender awareness in the knowledge institution</b></li> <li>- number of organisations revised/developed and implemented a strategic plan</li> <li>- number of organisations revised/developed institutional mechanism for quality assurance</li> <li>- number of organisations with a revised/developed system to register and monitor its alumni</li> <li>- number of organisations have developed and implemented a system to regularly survey the satisfaction of students, short courses participants, graduates and/or employers</li> <li>- number of laboratories established/strengthened</li> <li>- number of libraries/resource centres established/strengthened</li> <li>- % of men and women in management of faculty/department</li> <li>- % of men and women of teaching staff of faculty/department</li> <li>- number of organisations with improved policies or procedures to encourage access to education of minorities</li> <li>- <b>diversity in participation of project activities for management and teaching staff (i.e. balance junior/senior staff, women/men, minorities)</b></li> <li>- number of organisations with policies and procedures to ensure an environment which is gender sensitive</li> <li>- number of organisations with policies and procedures to ensure an environment which is conducive for minorities</li> </ul>
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<p><b>B. Enhanced knowledge and skills of individuals and organisations (in partner countries and in the NL) in line with country/regional specific labour market needs &amp; aiming at inclusiveness</b></p>	<p>→ <i>Individual</i></p> <ul style="list-style-type: none"> <li>- <b>number of scholarship holders that have successfully completed course/training (level/male/female/minorities)</b></li> <li>- % scholarship holder's/alumni satisfaction</li> <li>- % of scholarship holders/alumni employed post-study within region and same employer (men/women)</li> <li>- % of scholarships awarded to women</li> <li>- % of scholarships awarded to minorities</li> <li>- % of quota for scholarships for women</li> <li>- % of quota for scholarships for minorities</li> <li>- number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of female candidates</li> <li>- number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of minorities</li> <li>- % alumni who state that they have acquired new knowledge and skills; e.g. problem solving, effective communication</li> <li>- % alumni who are promoted/ upgraded to a more senior position post-study</li> <li>- changes in personal, academic and professional attitudes and attributes through training and education programmes</li> <li>- improved gender equality and gender awareness in the workplace</li> </ul> <p>→ <i>Organisational</i></p> <ul style="list-style-type: none"> <li>- <b>number of organisations strengthened by individual and/or group training (private/public)</b></li> <li>- alumni implement the acquired knowledge and skills within their working environment</li> <li>- employers satisfaction on the added value of return scholars to the initial working environment</li> </ul>
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	<ul style="list-style-type: none"> <li>- number of organisations with institutional mechanism for quality assurance</li> <li>- number of organisations developed and implemented a gender strategy</li> </ul>
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\* 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 5      Relevant resources of reference:**

AVSI – Sky project in Uganda <http://www.avsi-usa.org/sky-project-in-uganda.html>

Government of Uganda, *Second National Development Plan (NDPII), 2015/16-2019/20*

Government of Uganda, *Vision 2040, 2007*

Justice Law and Order Sector, Republic of Uganda, *Fourth Strategic Development Plan 2017-2020*

<http://www.jlos.go.ug/index.php/news-media-events/newsroom/latest-news/item/618-4th-jlos-strategic-development-plan-sdp-iv>

Ministry of Agriculture Animal Industry & Fisheries, *Agriculture Sector Strategic Plan 2015/16-2019/20*, <http://npa.ug/wp-content/uploads/2016/08/ASSP-Final-Draft.pdf>

Ministry of agriculture animal industry and fisheries, Ministry of water and environment, *Uganda climate smart-agriculture country program 2015-2025*, 2015. See also <http://canafrica.com/publication/uganda-climate-smart-agriculture-country-program-2015-2025/>

Ministry of Education and Sports, *Skilling Uganda, BTVET STRATEGIC PLAN 2011-2020*

Richard Hawkins, Mariëtte Gross and Harm Holleman, *Scoping study to strengthen the Technical Vocational Education and Training in the Dairy Sector in East Africa*, commissioned by the Ministry of Agriculture, Nature and Food Quality in the Netherlands

UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, *World TVET Database Uganda* January, 2014

USAid, *Youth and Agriculture in Uganda: An Assessment*, 2014

Results bilateral programmes Netherlands Uganda  
<https://www.dutchdevelopmentresults.nl/country/uganda>

<http://www.agriculture.go.ug>

Okiror, J., Hayward, G., & Winterbottom, M. (2017). Enhancing students' engagement in vocational agri-science and after-school careers in agricultural business: a case study of Uganda. *International Journal of Vocational and Technical Education*, 9 (3. A98590463719), 20-30. <https://doi.org/10.5897/IJVTE2017.022>

## **Annex 6. Reference to relevant sections in the JLOS, Fourth Strategic Development Plan, 2017-2020**

For OKP the fourth strategic development plan (SDP IV) 2017-2020 provides a guiding policy framework for interventions. See [Link to SDP IV](#).

On the basis of stakeholder consultations, scoping of priorities and relevant alignment to support programmes of the EKN, interventions of OKP should prioritize the focus in the JLOS sector on the 5 following domains of expertise, knowledge and training development needs:

1. Juvenile and child justice
2. Sexual gender based violence/ human/women rights
3. Safety and security refugee settlements/host communities
4. Transitional Justice
5. Commercial Justice

These domains are also incorporated in the SDP IV as special result areas. An explanation of context and capacity building needs in these domains is explained below.

### **Ad 1. juvenile and child justice**

Uganda currently has the second youngest population after Niger. 55% of the population is below 18 years and 23% are between 18 and 30. Unemployment in Uganda is also high. While the youthful population can be viewed as a future asset, the current combination of youth and unemployment is an immediate threat. While the proportion of orphans have dropped from 13.1% in 2002 to 8.04% in 2014 and there has been a rise in literacy levels, these statistics must be transformed into productivity for Uganda to benefit from its youthful population. A conducive environment needs to be provided to turn the children of today into productive members of society in the future. The risk of them falling into crime is a clear threat to this transformation and efforts must be enhanced to reduce the number of children who are susceptible to engaging in crime and divert those who have already fallen into crime from the criminal justice system. Support is sought in strengthening rehabilitation programmes in relation to juvenile justice initiatives, including diversion and innovations such as plea bargaining. It also includes protection programmes from violence and harm including sexual and gender based violence, domestic violence and trafficking.

The number of children arrested per 100,000 child population reduced to 8.4 in 2016 compared to 9.4 for every 100,000-child population in 2014. Juvenile diversion is now 84.1% from formal judicial proceedings. The challenge however is the higher than targeted number of children on remand per 100,000 standing at 2.07 for every 100,000-child population compared to the targeted one child per 100,000 child population. Improved performance in addressing needs of children in conflict with the law was partly due to the special Justice for Children project funded by UNICEF. This programme needs to be supported with further tailor made training in mitigation and handling of juvenile criminality to sustain the gains that have been made.

## **Ad 2. sexual gender based violence and human rights,**

The Justice Law and Order Sector has a duty to ensure that the Sector identifies and addresses gender inequalities to ensure compliance with Uganda's national and international commitments, including SDG 5 on Gender Equality. As part of the goal to achieve justice for all deliberate efforts must be made by the Sector to address gender and access to justice with particular focus on addressing the steeper barriers women face in accessing justice, countering the underrepresentation of women within the workforce in JLOS institutions and addressing the rise in crimes that specifically target women and girls.

Strategies:

- a. Provide a common framework for gender mainstreaming in the Sector;
- b. Enhance the capacity of Sector institutions to mainstream gender in planning, budgeting and monitor progress in promoting gender equality;
- c. Strengthen the collection, analysis, documentation and dissemination of information on gender issues and impacts on access to justice;
- d. Strengthen measures to address justice needs of refugees and host communities

Furthermore, in the fulfilment of their duties police may sometimes have to use specific powers such as the use of force and firearms, arrest and detention, search and seizure. When exercising these powers they must comply with the state's obligations under international law to protect human rights, such as the right to life, liberty and security of person, the right to freedom of assembly and freedom of expression. Law enforcement officials are thus duty bound to respect human rights in all their actions and to actively protect human rights against abuse from others. And they must be held accountable when they fail to do so, either by committing themselves human rights violations through the unlawful use of their powers or by failing to protect people against human rights abuses by others. The Uganda Police force which is a major stakeholder in the JLOS has often been accused of use of excessive force against citizens as well as not integrating human rights.

There is therefore need to continuously build police capacity to strengthen and promote the respect for human rights at all levels – in international reference documents, domestic legislation and operational policies, as well as in policing training and practice.

## **Ad 3. Safety and security refugee settlements and host communities**

Uganda is currently host to approximately 1.2 – 1.5 million refugees from across the Great Lakes Region and the Horn of Africa. While Uganda's refugee policy has been lauded globally, the justice needs of refugees still remain largely unattended. Crime is present in the refugee settlements as in any other community, and migrants are being brought into the criminal justice system. The peculiar challenges that they face, such as language barriers, absence of suitable persons to stand surety, lack of knowledge of the laws and procedures and lack of means to secure legal representation, create more complicated conditions when handling their matters. Specific attention needs to be paid to the peculiar needs of refugees, as well as the need to have robust structures of duty-bearers to address conflict within the settlements and the host communities.

#### **Ad 4. Transitional Justice**

Transitional justice consists of judicial and non-judicial measures implemented in order to redress legacies of human rights abuses. Such measures include criminal prosecutions, truth commissions, reparations programs, and various kinds of institutional reforms. Transitional justice is enacted at a point of political transition from violence and repression to societal stability and it is informed by a society's desire to rebuild social trust, repair a fractured justice system, and build a democratic system of governance. The core value of transitional justice is the very notion of justice—which does not necessarily mean criminal justice. This notion and the political transformation, such as regime change or transition from conflict are thus linked toward a more peaceful, certain, and democratic future.

Transitional justice has recently received greater attention by both academics and policymakers in Uganda. It has also generated interest in the fields of political and legal discourse, especially in transitional societies such as Uganda. In period of political transitions, from fragile states and civil conflicts to democracy, transitional justice has often provided opportunities for such societies to address past human rights abuses, mass atrocities, or other forms of severe trauma in order to facilitate a smooth transition into a more democratic or peaceful future.

The JLOS sector in Uganda has adopted transitional justice as an important process to deliver justice for conflict affected regions and communities in Uganda through the sector wide approach. The Justice Law and Order Sector JLOS' mandate is to disseminate legal information to the public. However, levels of legal and rights awareness among the population served by JLOS institutions remains low. Procedures of access and mechanisms to obtain redress remain largely unknown to users. This limits the demand side ability to assert and claim their due entitlements from the JLOS system. Levels of knowledge and empowerment of users to access JLOS services will be prioritized in the SDP. JLOS is mandated to raise awareness of the legal and policy framework within which all people including the poor and marginalised groups may assert their rights. JLOS' mandate also extends to dissemination of legal information to the public, popularization of laws and massive education of the public on their constitutional rights and legal protections.

The majority of Ugandans seek information and advice from their social networks and the Local Council Courts (LCCs). Formal legal sources are used as well but to a lesser extent. More vulnerable people (poor people, particularly those in rural areas and people who received less education) tend to seek less information and advice because of a lack of knowledge and confidence and a negative perception about the prospects of solving their problem. The LCCs, particularly at the lowest level (LC1), hold an important place in Uganda's justice system. Despite the fact that these courts have not been formally constituted since 2001, when their constitutionality under the multi-party dispensation was challenged, they are presently the most widely used institution for dispute resolution in Uganda<sup>8</sup>. Ugandan citizens experience the LCCs as an effective dispute resolution process, although they also report that existing power relations within communities affect decision making in LCCs. Focused investments to strengthen the capacity of LCCs, following their re-constitution, would have a profound positive impact on access to justice in Uganda.

Whereas the Sector recognises Government initiatives to address conflict and its effects there are serious shortfalls that have been experienced, creating the need for a holistic and

comprehensive approach to institutionalize Government initiatives to address the current gaps and outstanding effects of conflict on the citizens of Uganda. The process of developing a transitional justice framework started remains incomplete with a draft policy and administratively set up structures. There is therefore need to fast track the transitional justice process and strengthen transitional justice mechanisms. In the SDPIV the sector focus on TJ will be on enabling institutions and structures within and outside the sector to implement transitional justice initiatives/ mechanisms. As such the affected communities and victims will be able to access JLOS services. Secondly, the role of Local Council Courts in access to justice in communities cannot be over emphasised. It is therefore important that local council courts are re-established. Strategies a. Re-establish and build capacity of local council courts I&II b. Strengthen transitional justice mechanisms.

#### **Ad. 5 Commercial Justice And The Environment For Competitiveness**

The rule of law regulates economic activity, defines and affirms rights and obligations, therefore clarifying to investors the laws and institutional environment for doing business. Efficient and effective justice delivery is therefore fundamental for poverty reduction, and inclusive growth. Aware of the gains made during earlier commercial justice reform programmes, little effort was undertaken to leverage the gains under commercial justice, there was either stagnation or reversal of some of the gains.

The Sector requires support in the review of the legal framework for commercial justice and identifying areas for law reform and development to address the needs of new, emerging and changing areas of commercial business and practice. This should be aimed at providing a robust and supporting legal and policy framework for the growth and operation of new industries and business models as well as those areas that have been introduced to support Uganda's interventions in regional integration. OKP could provide specialised professional legal training to support the following strategies:

- a) Propose legislation in new and emerging areas of commercial justice
- b) Consolidate and make available all commercial laws
- c) Simplify procedures with the overall objective: Increased professionalism in administration of justice and maintenance of law and order: the capacity of post-secondary education and training institutes to deliver quality, gender sensitive, education and training, or to do relevant research is strengthened and contribute to increased professionalism in JLOS
- d) Enforce existing commercial laws

OKP should also look into possibilities to enhance legal knowledge and practice on business registries. Strategies should be supported with knowledge and training to enhance the efficiency of all the business registries, including measures to support integration for better communication between the various registries. This is intended to promote effectiveness and enhance the ability to adequately monitor and track the performance of various entities in order to provide appropriate support services. The Sector will further work towards greater automation to provide a customer-oriented service that promotes more efficient growth and operation of businesses.

## *The Institutional composition of JLOS*

The Justice Law and Order Sector (JLOS) is a sector wide arrangement that brings together 18 institutions responsible for administering justice maintaining law and order and promoting the observance of human rights. Through a sector wide approach, the sector brings together state and non-state actors who play complementary roles in planning, budgeting, programme implementation, monitoring and evaluation. The state institutions responsible for administering justice, maintaining law and order and promoting the observance of human rights including: Ministry of Justice and Constitutional Affairs (MoJCA); Judiciary; Ministry of Internal Affairs(MIA); Directorate of Citizenship and Immigration Control(DCIC); Office of the Director of Public Prosecutions (DPP); Uganda Police Force (UPF); Uganda Prison Service (UPS); Judicial Service Commission (JSC); Law Development Centre (LDC); Ministry of Gender, Labour and Social Development (MoGLSD)-Gender, Justice for Children, Labour and Probation Functions; Ministry of Local Government (MoLG)-Local Council Courts; Tax Appeals Tribunal (TAT); Uganda Human Rights Commission (UHRC); Uganda Law Reform Commission (ULRC); Uganda Law Society (ULS); Centre for Arbitration and Dispute Resolution (CADER); Uganda Registration Services Bureau (URSB); and National Identification and Registration Authority (NIRA). The non-state actors including; Development Partners, academia, CSOs, media and private sector groups complement Government in the delivery of justice, law and order and advocacy for adherence to human rights.

The sector has implemented three strategic investment plans. Building on the brick and mortar investments, focus in the new strategic direction under the theme, *empowering people; building trust; upholding rights* is on removing bottlenecks in delivery and access to JLOS services in line with the National Development Plan II and the Vision 2040. The impact of the investments in the SDPIV will include increased public trust in JLOS institutions; greater public satisfaction; increased independence of the judicial process; and an 'A' status of the national human rights body.

To achieve the above impact the sector will over the next SDPIV period implement programmes and investments aimed at enhancing infrastructure and access to JLOS services; promoting the observance of human rights and fighting corruption; and strengthening commercial justice and the environment for competitiveness.

The Sector has in place an elaborate institutional framework to support the implementation of the strategy:

- starting at the highest level with the Leadership Committee comprised of the Chief Justice, Ministers and leaders of institutions (such as the IGP, the Commissioner General of Prisons , the Chairperson UHRC and the DPP) accountable for the delivery of JLOS services and responsible for political leadership and guidance of the Sector;
- a Steering Committee comprised of Permanent Secretaries and institutional heads - responsible for policy formulation. Fundraising, external accountability and quality assurance of JLOS results;
- a Technical Committee comprised of technical personnel from JLOS institutions with the key role of driving the JLOS strategy targets; monitoring performance and delivery of results, and linking institutions to the sector.
- The Technical Committee is further sub divided into five Sector working groups including: a) Budget, b) Access to Justice Civil, c) Access to Justice Criminal, d) Human Rights and Accountability and Transitional Justice. Non state actors including

Civil Society and Development partners are represented at the Working Groups and Technical Committee respectively. At the sub national level, key institutions come together under the JLOS Chain Linked/ District Coordination Committees.

- The sector also has a Secretariat that plays a key technical support, advisory and coordination role. The JLOS Secretariat is hosted in the Ministry of Justice and Constitutional Affairs (MoJCA) which plays a lead role in the sector and is responsible for contractual purposes.