



## GHANA

### Country Plan of Implementation

#### Orange Knowledge

- I. Introduction
- II. Brief presentation of the Orange Knowledge Programme
- III. Current state of affairs
- IV. Identification of the needs (priority theme and education gap)
  - The selected priority theme
  - Analysis of the priority theme
    - The embassy's objectives in the field of post-secondary education, relevant to the priority theme
  - The education and training gap in the priority theme
    - Structure and current status of the provision of post-secondary education for the priority theme
    - Analysis of the education and training gap for the priority theme
- V. Envisaged Theory of Change and outcomes
- VI. Articulation and calls
- VII. Indicative budget for the programme
- VIII. Coordination with other programmes
- IX. Monitoring programme progress

#### Annexes

- Annex 1. Brief presentation of the OKP
- Annex 2. NPT project list and NFP information
- Annex 3. Theory of Change for the OKP programme in Ghana for FNS and water.
- Annex 4. Matrix of OKP programme outcomes and impact indicators
- Annex 5. The description of the identification process

## 0. List of abbreviations

CIDA	Canadian International Development Agency
COTVET	Council for Technical and Vocational Education and Training
CPI	Country Plan of Implementation
CSIR	Council For Scientific Investigation and Research
EKN	Embassy of the Kingdom of the Netherlands
FNS	Food and Nutrition Security
GhanaVeg	Ghana Vegetable programme
GIZ	German Cooperation
GNBCC	Ghana Netherland Business and Cultural Council
GoG	Government of Ghana
GRA	Ghana Revenue Authority
HE	Higher Education
HortiFresh	Horticulture Programme
INNOCAP	Innovatieve Capaciteits Opbouw
IWAD	Integrated Water and Agricultural Development
IWRM	Integrated Water Resources Management
MASP	Multi Annual Strategic Plan
MOE	Ministry of Education
MoFA	Ministry of Agriculture
MLGRD	Ministry of Local Governance and Rural Development
NAAG	Netherlands Alumni Association Ghana
NFP	Netherlands Fellowship Programmes
NGO	Non-Governmental Organisation
NICHE	Netherlands Initiative for Capacity development in Higher Education
NWP	Netherlands Water Partnership
RVO	Netherlands Enterprise Agency
OKP	Orange Knowledge Programme
SHAEA	Strengthening Higher Agricultural Education in Africa
SNV	Netherlands Development Organisation
Solidaridad	International Not for profit organisation
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
WB	World Bank

## **I. Introduction**

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

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

## **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**

### **History of cooperation and contextual information**

Ghana and the Kingdom of the Netherlands have a long standing relation both in the area of development cooperation as well as in trade.

Around five thousand (5,000) Ghanaians have studied in the Netherlands since its independence in 1957 while still every year on average one hundred (100) Ghanaians receive a scholarship to study a Masters or a Short Course. Since 2014, thirteen (13) Tailor-made Trainings (TMT) have been conducted in Food Security and Nutrition, Sexual Reproductive Health and Rights (SRHR), Water and Sanitation Hygiene (WASH) and in Private Sector Development (PSD). Eight (8) projects are still running under [NICHE II](#) and three (3) INNOCAP projects are still active. Please refer to annex 2 for NFP and NICHE project list. The [Netherlands Alumni Association in Ghana](#) (NAAG) is one of the largest in Africa and a steady partner in strengthening the relation between Ghana and the Netherlands.

During the coming 4 years from 2017 to 2021 the transition from Aid to Trade in the relations between the Netherlands and Ghana will continue. 'Holland and Ghana growing together' is the central element in the policy of the Netherlands government. It aligns very much to the 'Ghana beyond aid Agenda'.

of the Government of Ghana (GoG) and supports it by contributing to the economic empowerment of Ghana with a strong role for the private sector and with a responsibility of the government of Ghana to create an enabling environment.

The Netherlands is among the major investors in Ghana. The Ghana Netherlands Business and Cultural Council ([GNBCC](#)) has some 120 members and aims to support the economic development of Ghana and the creation of jobs for the younger generations. Sectors as horticulture, aquaculture and the poultry sector, with a focus on processing, packaging and cold chain management, are viewed as sectors with great potential for Dutch business and investments as well.

Within the selected priority theme FNS and water for agriculture (irrigation), improved food intake, promotion of agricultural growth, increased productivity and income, access to inputs and markets, and making farming enterprises more resilient towards shocks, caused by climate changes, are the main focus areas. The EKN is contributing by means of delegated funds from the Ministry of Foreign Affairs to different programmes in the agricultural sector. The EKN supports Public-Private Partnerships Projects in agribusiness that aim to produce in a sustainable way. Goal is to improve the livelihoods of tens of thousands farm holders in cocoa, palm oil and fruit and vegetables. Key theme in all programs is access to finance for both agri-SMEs and farmers. (see for fruit and vegetable sector support <http://www.snv.org/project/hortifresh-west-africa>)

Through the creation of different platforms, round tables and sector organisations, EKN is contributing to a business environment conducive to the development of the agricultural sector, with a strong focus on food safety and phytosanitary issues in the horticulture sector. In this respect, the EKN is supporting the Ghana Revenue Authorities increased state revenues through a more efficient tax system.

The EKN aims to continue to support Dutch companies active in aquaculture, poultry and/or horticulture to enter the Ghanaian market to invest or trade. One (1) Dutch greenhouse consortium has been formed to access the Ghanaian market. This project aims to develop a strong and supportive knowledge infrastructure in protected horticulture and thus contribute to improving the position of small to medium-sized vegetable producers in Ghana, to sustainable development of the sector and to contribute to food safety and security (Source: EKN temporary internal work plan Ghana 2018).

The Multi Annual Strategic Plan (MASP) of the EKN will most likely be ready by October 2018 and partly available for consultation on the website.

The Netherlands Enterprise Agency RVO), is and has been supporting the development of the private sector through different programmes and Public Private Partnerships, for example the [Sustainable Water Facility](#) (Fonds Duurzaam Water) to facilitate and promote large scale investments in irrigated agriculture in the Northern region and recently through Sustainable Development Goals Partnership ([SDGP](#)) to promote greenhouse technology.

### **III. Identification of the needs**

Please also refer to the description of the identification process in Annex 5.

#### **The selected priority theme**

- Food and Nutrition Security (FNS) and water (management) for agricultural production: focus on entrepreneurship and the development of the private sector.

#### **Analysis of the priority theme**

Almost two thirds of all employed Ghanaians work in the country's agricultural sector. The majority of the workforce are smallholder farmers with low levels of formal or informal training. Agriculture is the only source of income for many families in rural areas.

Agriculture has long provided a firm foothold for Ghana's economy and is predominantly on a smallholder basis. About 90% of farm holdings are less than 2 hectares in size. There are only some large farms and plantations which are usually for cash crops like oil palm or coconut production. Although the main system of farming is traditional, Ghana's agriculture is moving from subsistence farming towards commercial farming which is relatively new. A thorough mindset change is needed from farmers and extension agents to support this change.

Growth in contribution of the agriculture sector to gross domestic product (GDP) in the recent years has declined. Trends in production of major food crops such as maize, rice and sorghum show that on-farm productivity has stagnated. Low and inadequate levels of usage of productivity enhancing technologies such as quality seeds of improved varieties and fertilizer, lack of extension services to farmers and weak market linkages constrain the growth in on-farm productivity.

There is little mechanized farming and agricultural production varies with the amount and distribution of rainfall, irrigation based agriculture is starting up but irrigation techniques are needed for climate smart commercial agriculture as well as availability and use of improved seed varieties and seed multiplication.

Vegetable and fruit consumption in Ghana is growing rapidly as a result of the country's sustained economic growth with a growing middle class that is demanding healthy and high quality food. The ability of domestic and regional horticulture sectors to meet this increasing demand, substitute imports and connect to export markets is hampered by a lack of skills, the over-use of pesticides, food losses and lack of access to credit and commercial markets. (source:

<http://www.snv.org/project/hortifresh-west-africa>). Greenhouse cultivation (or protected cultivation) in Ghana is relatively small and new, though public and private interest is rapidly increasing. Greenhouse production systems in a proper functioning value chain can contribute to higher productions and better product quality. (<https://library.wur.nl/WebQuery/wurpubs/fulltext/342456>)

### **The embassy's objectives in the field of post-secondary education, relevant to the priority theme**

Although the EKN does not have any specific objectives in education, the Embassy does promote and facilitate capacity development of stakeholders of the different identified value chains, entrepreneurial and business skills in general, and supports agents active in creating an enabling business environment as well.

### **The education and training gap in the priority theme**

Structure and current status of the provision of post-secondary education in the priority theme selected.

Agricultural education in Ghana has seen significant discussion in the last few years. The Government of Ghana in its "Ghana beyond aid agenda", emphasises the importance of the agricultural sector for economic growth and therefore agricultural related education has to be revamped to serve as the primary driver of growth.

There are three( 3) public Farm institutes in the country located in (1) Volta region Adidome, in (2) central region, Aswansi and (3) in Wenchi in Brongahafo region. The institutes are mandated to provide hands on training to farmers. The farm institutes run programmes based on the agricultural calendar.

There are five (5) public agricultural colleges in the country located in; (1) Kwadoso in Kumasi(2) Ejura, (3) Damongo in the North, (4) Ohawu in Ohawu-Abor and (5) Animal Health and Production College (AHPC) in Pong-Tamale with a focus on animal production. They have all been established between 1952 and 1960 and offer a certificate and a diploma programme. Kwadoso, Ohawu and Pong Tamale are fully accredited. On average there are 800 graduates from the 5 colleges per year of which maximum 10% are female.

Unlike the Agricultural Colleges, the Farm Institutes are characterised by practical training. However, the curriculum and programme of the Farm Institutes ends there. That is, the graduates who so desire to further their education cannot use their results as basis for admission to higher level of education such as the

university. Consequently, the Farm Institutes aim for a curriculum and programme with dual trajectories: 1) endpoint for graduates who want to enter agricultural practice; and 2) an avenue for graduates to further their education if they decide to do that. Additionally, the ongoing competency-based education (CBE) of students and other trainee-clients such as farmers at the Farm Institutes is limited to fruits mainly, and do not cover other commodities due to lack of facilities.

Although there is little information and data available on the institutes, except that they are rather run down, several donor organisations (e.g. CIDA, GIZ, World Bank) and private enterprises (IWAD) refer to the importance of these farm schools for instructing and training of farmers in new techniques, skills and know-how. So far, very little attention is paid by the government and donors to bring these schools to a higher level that better supports the governmental and donor objectives to bring entrepreneurship into Ghana's agricultural sector and lift the sector as a whole up to higher standards and quality, and to realise a competitive, sustainable sector. Further research needs to be done to identify their strengths, weaknesses, opportunities and threats to help determine the role they can play in the agricultural training system.

The value-chain(s) to be prioritized in education and training programmes depend on the relevance of the crop in the geographical area of each college. As per national policy each college should give special attention to staple foods that are critical for national food-security (maize, rice, cowpea, yam and cassava) when strengthening educational and training programmes.

Agricultural colleges are allowed, since a couple of years to generate income via agribusiness activities, as long as they reinvest the revenues in the school. Offering the students practical experience combined with income generating activity.

The University of Education in Winneba (UEW), first established in 1992, has been upgraded to the status of University in 2004. Its mission is to train competent professional teachers for all levels of education, as well as conduct research, disseminate knowledge and contribute to educational policy and development. One of the aims of UEW is to train tutors for the colleges of education and other tertiary institutions.

[CAGRIC](#) is the College of Agriculture Education, Located at Mampong, one of the 4 campuses where UEW operates from. This is where the teachers of the colleges are being trained. It is made up of 5 departments.

Public universities with a faculty of Agriculture are the University of Cape Coast (UCC), University for Development Studies (UDS) in Tamale, the University of Ghana in Accra, and Kwame Nkrumah University for Science and Technology (KNUST) in Kumasi and Ho.

There are a number of Polytechs in every district. Recently the polytechs have been upgraded to technical universities. A few of them are private as well. They seem to be independently functioning institutions and there is no clear linkage between the colleges and the polytechs or universities. Further research will need to be done to understand the role they are playing and how the different education could be linked and the system strengthened.

## **Main government stakeholders**

Ministry of Agriculture (MoFA) Human Resources Department ([MofA](#)) this department currently oversees the functioning of the Agricultural colleges and farm institutes. However the ministry has faced budget restrictions the last couple of years and does no longer employ all graduates from the colleges as extension officers. The Ministry is managing several programmes (co-) funded by different donors. The GoG now aims to recruit and deploy 4,000 Agriculture Extension Agents (AEAs) in all the 216 districts, where only about 2,600 AEAs are presently employed, provide the required logistics and embed them to work closely with the participating farmers. In partnerships with the local governments and private inputs and service providers, the extension services will provide reliable and programmed technical assistance so that the beneficiaries will access and experience the full benefits of the promoted technological packages. (source: MOFA planting for food an jobs programme)

Ministry of Local Government and Rural Development ([MLGRD](#)) The Ministry of Local Government and Rural Development exists to promote the establishment and development of a vibrant and well resourced decentralized system of local government for the people of Ghana to ensure good governance and

balanced rural based development. It employs and oversees the work of agricultural extension officers at district level.

#### Council for Technical and Vocational Training (COTVET) Ministry of Education (MOE)

In 2006 the Government of Ghana established the Council for Technical and Vocational Education and Training (COTVET) with the objective to coordinate and oversee all aspects of technical and vocational education and training in the country. The major responsibility is to formulate policies for skills development across the broad spectrum of pre-tertiary and tertiary education.

COTVET is establishing Ghana's Technical Vocational Education and Training (TVET) system to improve the productivity and competitiveness of the skilled workforce and raise the income generating capacities of people, especially women and low income groups through provision of quality-oriented, industry-focused and competency-based training programmes (CBT) and complementary services.

It is supposed to be the central coordinating body in Ghana for the full TVET sector. So far this sector is governed by a great number of stakeholders and public owners and as such dispersed and incoherently working. A new law is to be passed shortly. COTVET has designed a new TVET system that will be implemented shortly after the new act is published in the State Gazette. The TVET National Qualification Framework (NQF) is a system of national recognition of vocational skills, knowledge and competencies. The Framework sets quality standards in the provision of TVET in Ghana. COTVET is then responsible for the validation process in 22 sectors: agriculture and agroprocessing are amongst them, as well as food processing (in restaurants).

The Project Support Unit (PSU) of COTVET is managing different development programmes funded by the African Development Bank (DSIP), the World Bank, DANIDA (SDF), and GIZ (GSDI) to reform Technical and Vocational Education and Training (TVET).

The Council for Scientific and Industrial Research (CSIR) is the foremost national science and technology institution in Ghana. It is mandated to carry out and encourage scientific and technological research of importance for the development of agriculture (amongst other) in partnership with the private sector and other stakeholders. They disseminate results of applied research in new areas in extension and train middle management and extension workers so they can assist farmers to the next (commercial) economic level.

### **Relevant Policies**

#### Ministry of Agriculture (MOFA) of Ghana

The key policy interventions for facilitating the transformation of the agricultural sector are outlined in the country's medium term overall national development policy framework, Ghana's Shared Growth and Development Agenda. The GSGDA-II underscores the importance of improving the productivity of crops and livestock; accelerating job creation; and enhancing the competitiveness of the sector to ensure its integration into the domestic and international markets.

The long-term agricultural sector specific policy objectives are narrated in Ghana's Food and Agriculture Sector Development Policy (FASDEP).

The medium-term plan for implementation of FASDEP II in Ghana is represented by Medium Term Agriculture Sector Investment Plan (METASIP). The GoG has recently validated the policy matrices for METASIP-I and II, and has further developed a roadmap for METASIP-III (2018-2021). Ghana Agriculture Sector Investment Programme (GASIP) provides a long-term investment framework that will contribute to the realization of METASIP. The METASIP II has incorporated Agricultural Technical and Vocational Training and Education (ATVET) at the national level with regard to embedding it in the structures and processes in the country.

The GoG has initiated a flagship Planting for Food and Jobs (PFJ) Campaign that will motivate the farmers to adopt certified seeds and fertilizers through a private sector led marketing framework by raising the incentives and complimentary service provisions on the usage of inputs, good agronomic practices, marketing of outputs over an E-Agriculture platform.

The PFJ represents a flagship program under the METASIP-III and a key strategy to overcome the deficits and reduce the importation of basic food commodities, where Ghana has both competitive and comparative advantages to produce and create more jobs.

## **Analysis of the education and training gap for the priority theme**

### **Labour market**

Although Ghana has recorded impressive economic growth, it has not translated into the creation of sufficient jobs for the rapidly expanding labour force, and youth unemployment is high. The economy is service driven and a lot of people make only a small income in the informal sector. Manufacturing industry is still weak. A high percentage of the population finds itself active in subsistence agriculture on a small scale. Youth unemployment and joblessness remain a major socio-economic and political problem in Ghana among those who are educated. The labour market can not absorb graduates from the university and graduate unemployment is high. (Labour market Prof. William Baah-Boateng, Associate Professor of Economics at the University of Ghana).

### **Gaps in agricultural education: findings and recommendations**

In order to ensure a productive and innovative agricultural sector, as well as food security for the population — in the face of climate change, soil degradation and increasing population pressure — agricultural training and education of all people involved in the agricultural sector is of the utmost importance.

A major obstacle to an efficient ATVET system is the lack of a systematic approach to it. The responsibility for ATVET is fragmented over several ministries. In Ghana, many different ministries are directly or indirectly involved in the implementation of ATVET policies: They include the ministries of Food and Agriculture; Education; Local Government and Rural Development; Fisheries and Aquaculture Development; Trade and Industries; Lands and Natural Resources; Gender, Children and Social Protection; Finance; Environment, Science, Technology and Innovation; Employment and Labour Relations; and Youth and Sports. The responsible institutions also often do not possess the capacity required for meaningful reform measures, such as the revision of curricula to reflect labour-market needs.

Besides the unemployment, the labour market is also confronted with the issue of employability; there is a mismatch between the knowledge and skills of the graduates from the colleges and universities and the required knowledge and skills for employment in agribusiness or industry. While practical knowhow and skills are lacking, theoretical knowledge is generally perceived to be sufficient.

Graduates are not well prepared for the labour market and the college tutors do not possess hands-on practical training in identifying and developing business ideas in the whole value chain of vegetables, fish, cash crops as well as the staple crops for food security (i.e. maize, rice, cowpea, yam and cassava (MOFA, 2007; 2010).

Extension officers are graduates from the colleges, they are mainly theoretically oriented, and possess little practical knowhow and little pedagogical skills. They have always been trained to support smallholder farmers, not commercial farmers. (source MoFA website) and now need to shift from teaching basic agricultural knowledge to farmers to providing services, advise and coaching to improve agricultural business practices, adapt to new challenges like irrigation based agriculture and green house production of vegetables and ensure a balance between theory and practice. A value chain approach and more crop specific training is important. More attention should be given to ICT as well. Competency Based Training (CBT) will gradually be implemented in the TVET schools.

Mode of delivery in education is not challenging students to think and reflect and express themselves, they reproduce what they have learned from outdated text books and teachers. To gain this practical experience, the facilities at the schools need to be better equipped with necessary tools and machinery. Experiential learning is important and opportunities for the students to do an internship should be promoted and facilitated. The engagement of the private sector here is of key importance.

Development of personal skills is also needed to equip graduates to work effectively with stakeholders through building strong interpersonal skills, solution oriented problem solving skills, knowledge to provide information on leading edge technologies, market oriented mind sets, and attitudes to support farmers

Although some regions lag behind in development and do experience less access to knowledge, there are no specific minority issues in Ghana, youth unemployment is high and female participation in the (formal) labour market is lagging behind while enrolment (in colleges) is low (less than 10%).

Nuffic has the intention to further investigate possibilities and opportunities to invest in a partnership to improve the structure and ATVET system as well and to strengthen the links between the farm schools agricultural colleges and universities establishing a strong culture of collaboration and partnership between higher education institutions and other tertiary education institutions with the agriculture sector.

#### **IV. Envisaged Theory of Change and outcomes**

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

The OKP programme in Ghana aims at the following outcome(s) and impacts:

The following long-term impact will be aimed at:

End hunger and children's undernourishment, double smallholder productivity and income, and ensure the sustainability and resilience of food production systems by 2030 (SDG 2).

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 Ghana and in the Netherlands) 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 Ghana.

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

#### **V. Articulation and calls**

The OKP offers different kind of capacity building interventions (see Annex 1):

1. Institutional Collaboration 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 Ghana 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 3 and 4. Please refer to the [policy framework](#) that underlies the OKP and an explanation of the various [OKP](#) modalities: For scholarships, please consult the OKP [scholarship website](#). For updates on calls and other OKP information, please register via the OKP [updates](#)

Timeline:

Step	Date
CPI published on Nuffic website	21 September
First call published	November 2019
Deadline call	December 2019
Selection partners	January 2019
Start of project in case joint proposals	February 2019

The OKP will investigate and further explore how to strengthen the farm institutes and ensure that the different levels of agricultural education (farm institutes-agricultural colleges- universities) are consistent and coherent. An institutional collaboration project could be a good option here. An umbrella project to strengthening the agricultural system in general with smaller projects to strengthen the farmer schools for example, is desired.

Tailor -Made Trainings for strengthening the TVET sector at system level, and promoting a favourable enabling environment directed towards tax development could be an option.

In the area of Tailor- Made Trainings in the agricultural and horticultural sector, focussing on improved food security, that is increased availability of locally produced fruit and vegetables and phytosanitation/food safety issues, eventually in greenhouse technology as well, could be considered. Target groups could be employees of local companies or governmental bodies involved in the sector, value chain. The Hortifresh programme, with SNV, GNBCC and EKN as driving forces should be aligned with.

EKN is also supporting the poultry and aquaculture sector by promoting local food production for example where group training could make a difference strengthening the value chains and sector.

In promoting irrigation based agriculture and production of cash crops OKP could contribute to strengthening capacities of employees or extension agents in these relatively new areas. The RVO, Netherlands Enterprise Agency, has been supporting different initiatives here that may need a follow up.

## **VI. Indicative budget for the programme**

The total budget for Ghana with OKP is 5 million Euro.

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

Period of implementation	FNS &water	PSD	Total
2018 – 2022:			
Institutional projects	40%		40%
Group training (TMT and TMT+)	25%	5%	30%
Individual scholarships	30%		30%
Alumni events	PM	PM	PM

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. Ghana is classified by the OECD as an LMIC<sup>[1]</sup> Country. Proponents applying for Tailor Made Trainings and Institutional Partnership projects are required 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 Ghana Nuffic will introduce a minimum level of co-financing as mandatory for applications as follows:

% of Cofinancing	In 2018	In 2019	In 2020	In 2021
LMIC	5%	10%	15%	15%

In forthcoming calls, more information will be given on the specific demands for co-financing.

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

Collaboration and harmonisation will be thrived for when implementing OKP, specially in the area of institutional strengthening and the priority theme, with the National Authorities and International donor agencies. In Ghana Nuffic will specially look for hamonisation with the following donor partners:

### World Bank

A relevant initiative of international cooperation is the World Bank’s Strengthening Higher Agricultural Education in Africa (SHAEA) that is currently being developed and in which the government of Ghana 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

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

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 education and vocational training through input of new knowledge and innovations relevant for agri-business development, extension services and agricultural skills training.

#### Canadian International Development Agency (CIDA)

The Canadian International Development Agency is implementing a bilateral program Technical Education for Modernising Agriculture in Ghana, TEDMAG, with the main objective to employ modern teaching methodologies to effectively provide skills in analytical reasoning and problem solving while adding coverage in agri business marketing and entrepreneurship in the curriculum and to improve on practical training capacities of Ghana's agricultural colleges. TEDMAG is designed to reorient extension education that has until now been focussed mainly on crop and animal production with minimal attention to post production management including storage marketing and product quality. The total program has a budget of 135 million Canadian dollars and runs for 5 years while 30 million Canadian dollars has been reserved to strengthen the agricultural colleges. Focus is on certificate level and curriculum is designed around the commodity of the region where school is located and its value chain. It does support the set up incubation hubs. The program collaborates with the University of Cape Coast. The role of the Council For Scientific Investigation and Research CSIR in the TEDMAG project is to help disseminate the research in new areas in extension to the extension officers (more or less applied research or bringing it to industrial level).

#### German Technical Cooperation, GIZ

Within in the Comprehensive Africa Agriculture Development Programme (CAADP) launched by NEPAD agency, GIZ has been supporting (from 2012-2016), Agricultural Technical and Vocational training ([ATVET](#)) in Ghana focussed on the value chains of Pineapple and citrus.

GIZ in Ghana engages as the public partner in a Development Partnership with the Private Sector (DPP) under the Programme for Sustainable Economic Development (PSED). GIZ is supporting specifically the agricultural vocational training institute in Damongo. The school will be equipped with basic agricultural machinery and a practical training center will be set up at the farm to provide students from the colleges with an opportunity to be trained on the job and gain practical knowledge and skills.

#### The Ghana Netherlands Business and Culture Council (GNBCC)

[GNBCC](#) is a collaboration of the Netherlands African Business Council and the former Ghana Netherlands Chamber of Commerce and Culture. The two organizations have joined their efforts, networks and activities in the GNBCC, representing the business interests of both Ghanaian and Dutch companies. The GNBCC works closely together with the Embassy of the Kingdom of The Netherlands in Ghana. The GNBCC offers its services along 4 main service lines: Business Development Services, Business Support Services, Trade missions and events and travel support services. GNBCC has 110 members, both Dutch and Ghanaian companies from all sectors.

#### Netherlands Development Organisation SNV

The EKN is supporting with delegated funds the [Hortifresh](#) programme in Ghana (2018 – 2021). This project is managed by Wageningen University and Research Centre for Development Innovation while SNV is hosting it. Project objectives include improving productivity in the horticulture sector; facilitating more efficient markets, including linking horticulture producers and other value chain operators with the Dutch private sector; improving the business climate and further professionalising the value chain for horticulture production. The project focusses on both opportunities for vegetables and fruit. A platform and roundtables have been created during Ghanaveg, the predecessor of Hortifresh programme, to discuss issues relevant to the sector. Several Dutch companies are involved in the programme.

## **VIII. 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. 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. NPT project list and NFP information
- Annex 3. Theory of Change for the OKP programme in Ghana for FNS with water
- Annex 4. Matrix of OKP programme outcomes and impact indicators
- Annex 5. The description of the identification process

## 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) 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 collaboration projects.

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

For further information see <https://www.nuffic.nl/en/files/documents/overview-of-okp-modalities.pdf>

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. NPT project list and NFP information**

NFP-TM.14/127	Sexual and reproductive Health and rights	Nursing and Midwifery Council of Ghana	CINOP Global B.V	Capacity Building of Staff for Nursing and Midwifery Regulation
NFP-TM.14/144	Food security	Kwame Nkrumah University of Science & Technology (KNUST)	ICRA	Interactive learning and meta-disciplinary skills training for lecturers in MPhil
NFP-TM.15/116	Food security	Council for Scientific and Industrial Research, Food Research Institute (CSIR-FRI)	Quente	Fostering Scientific Entrepreneurship: enabling science and technology transfer to the agri-food sector
NFP-TM.15/134	Private sector development/ entrepreneurship	Urban Management Institute, Ghana	STRATEGIS GROEP BV	Capacity building for institutionalising operation and maintenance in metropolitan municipal and district assemblies (MMDA) operations
NFP-TM.17/123	Sexual and reproductive Health and rights	Korle Bu Teaching Hospital	Julius Center for Health Sciences and Primary Care, University Medical Center Utrecht,	A Blended program IN Clinical Epidemiology for maternal health research
NFP-TM.16/171	Food security	Kwame Nkrumah University of Science & Technology (KNUST)	Technische Universiteit Delft	Enhancing Technology-Driven Entrepreneurship in WASH and Agriculture
NFP-TM.15/275	Water and sanitation	Environmental Services Providers Association	MDF Training & Consultancy	Strengthening the capacities of staff of Environmental Services Providers Association (ESPA) in information management and advocacy in WASH
NFP-TM.14/152	Food security	University for Development Studies	Vrije Universiteit Amsterdam	ICT4D (ICT for rural development) in support of food and water
NFP-TM.16/354	Sexual and reproductive Health and rights	Medical and Surgical Skills Institute (Korle Bu Teaching Hospital)	INCISION	Training inguinal hernia surgery with INCISION academy and MAYO
NFP-TM.16/173	Private sector development/ entrepreneurship	Form Ghana	Van Hall Larenstein - Velp	TMT sustainable commercial reforestation management
NFP-TM.17/125	Food security	CowTribe	MDF Training & Consultancy	Capacity building of CowTribe staff to promote Inclusive AgriBusiness in Northern Ghana
NFP-TM.17/124	Private sector development/ entrepreneurship	Form Ghana	Van Hall Larenstein - Velp	TMT Advanced Fire Management & Commercial Reforestation Management for young forestry professionals

Project	ProjectName	Provider.PartnerName	RO.PartnerName
NICHE-GHA-075	Strengthening the capacity of midwives and nurses at university level to improve the quality of health care in Northern Ghana	Maastricht University	University for Development Studies
NICHE-GHA-082	Improving the quality and relevance of innovative medical education and to support and strengthen the Management systems of Tamale Teaching Hospital and the affiliated hospitals	Maastricht University	University for Development Studies
NICHE-GHA-102	Upscaling and upgrading the training of nurses and midwives in Northern Ghana	CINOP Global	University for Development Studies
NICHE-GHA-193	Capacity Building of the Schools of Hygiene (SoHs Accra, Ho & Tamale)	Maastricht University	Accra School of Hygiene
NICHE-GHA-194-204	Strengthen the capacity of the University of Cape Coast to sustain provision of professional development support for Environmental Health and Sanitation professionals in the Metropolitan, Municipal and District Assemblies.	Maastricht University	University of Cape Coast
NICHE-GHA-195-205	Edu-WASH Strengthening Environmental Health and Sanitation Education at UEW to sustain WASH in the School Health Education Programme (SHEP) of the Ghana Education Service, Ministry of Education	MDF Training & Consultancy	University of Education Winneba, College of Agriculture Education
NICHE-GHA-261	Strengthening the examination capacity of the Nurses and Midwives Council of Ghana	CINOP Global	Nursing and Midwifery Council of Ghana
NICHE-GHA-269	Preparing graduates for e-health and the private sector (colleges for nurses and midwives)	Leiden University of Applied Sciences	Nurses' and Midwives' Training College, Tamale
NICHE-GHA-270	Strengthening the capacity of four colleges of Agriculture	CINOP Global	Ministry of Food and Agriculture

### Annex 3. Theory of Change and Monitoring & Evaluation Framework for Food and Nutrition Security (FNS).

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>1</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 Food & Nutrition (FNS) interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Ministry of Foreign Affairs.

In the case of Food and Nutrition Security the expected outcomes are described [here](#) and translated into the OKP ToC below. The following **long-term impact** will be aimed at:

1. Reduce malnutrition;
2. Promote agricultural growth;
3. Ecologically sustainable food systems.

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.

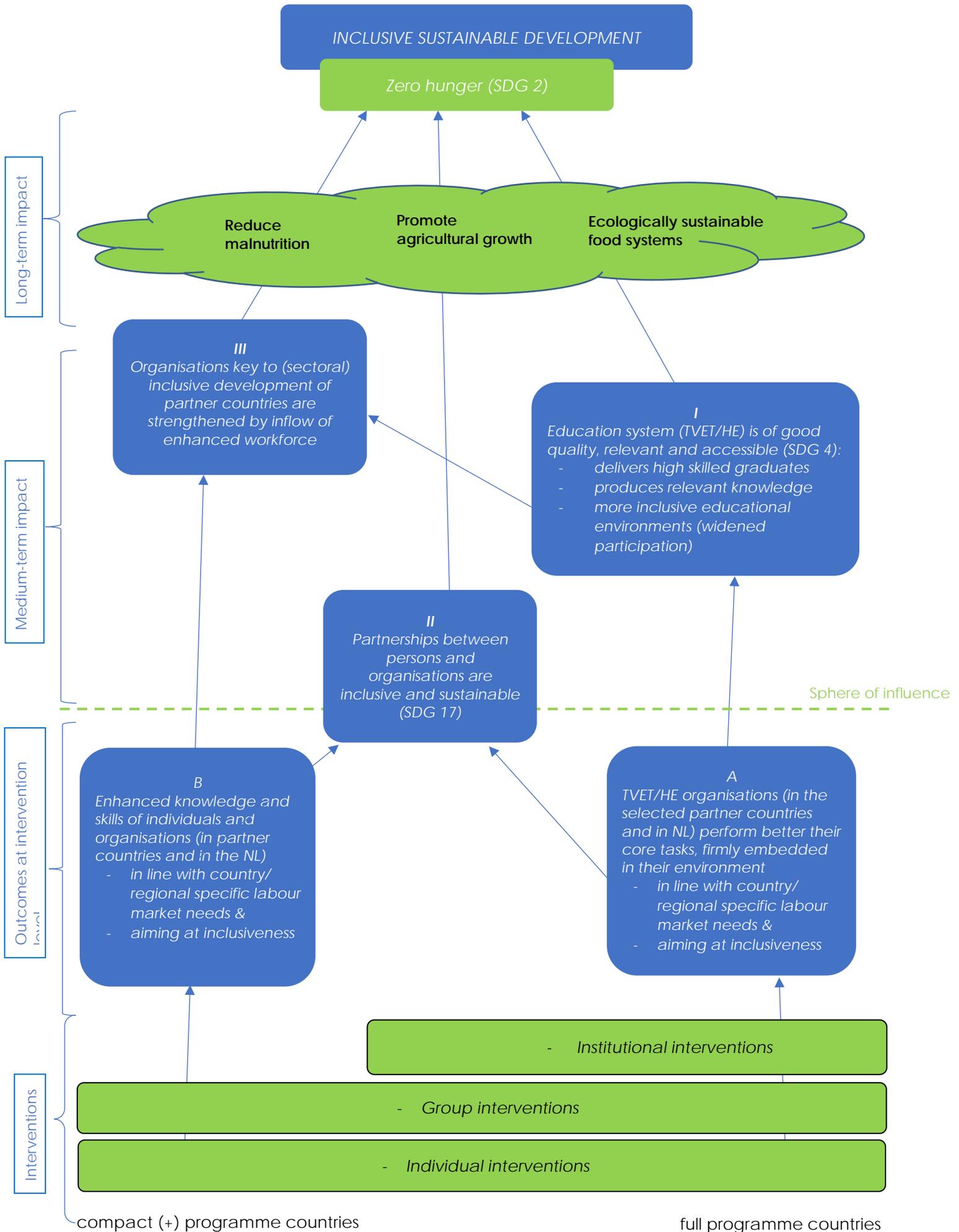
This will be achieved by the following **outcomes**:

- 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).

---

<sup>1</sup> An overview of priority themes per country can be found in the [Multi Annual Strategic Plans](#) of the Embassies

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



#### **Annex 4. Monitoring and evaluation framework**

##### **Monitoring & Evaluation Framework for Food and Nutrition Security**

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

**Objective:**  
 Contribute to End hunger, achieve food security and improved nutrition and promote sustainable agriculture (SDG 2) 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.

**Long-term impact at programme level (link with FNS ToC)**

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> <li>- number of family farms (sub-sector, male/female, age: % &lt; 35) whose farming enterprise became more resilient to shocks (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> <li>- number of family farms (sub-sector, male/female, age: % &lt; 35) whose farming enterprise became more resilient to shocks (directly*)</li> </ul>
<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.

Monitoring & Evaluation Framework for Capacity Development related indicators for all themes:

Medium-term impact	Indicator
<p><b>I. Education system (TVET/HE) is of good quality, relevant and accessible</b></p> <ul style="list-style-type: none"> <li>- delivers high skilled graduates</li> <li>- produces relevant knowledge</li> <li>- more inclusive educational environments (widened participation)</li> </ul>	<ul style="list-style-type: none"> <li>➔ <i>Education</i> <ul style="list-style-type: none"> <li>- number of knowledge institutions that perform better</li> <li>- number of graduates (self) employed (male/female)</li> <li>- number of jobs supported/created</li> <li>- number of revised/newly developed curricula in NL and/or Southern partner organisation that integrate research results</li> <li>- number of knowledge institutions with an increased participation of students from minorities</li> <li>- education system represents needs of labour market/gender</li> <li>- graduate satisfaction (employed/non employed/self-employed) (male/female)</li> <li>- employers' satisfaction over the graduates' skills and knowledge</li> </ul> </li> <li>➔ <i>Research</i> <ul style="list-style-type: none"> <li>- number of research results/contributions translated into policy advice at national, regional or local level</li> </ul> </li> <li>➔ <i>Society</i> <ul style="list-style-type: none"> <li>- number of beneficiaries reached with knowledge, skills and techniques (indirectly**)</li> <li>- number of services to community (indirectly**)</li> <li>- number of businesses co-investing in activities</li> <li>- number of improvements in (inter)national policies/laws (indirectly**)</li> </ul> </li> </ul>
<p><b>II. Partnerships between persons and organisations are inclusive and sustainable</b></p>	<ul style="list-style-type: none"> <li>- number of MoUs or other types of formal collaboration agreements exist 1, 3, 5 years after end of project</li> <li>- number of joint (research) proposals submitted and financed</li> <li>- number of joint publications</li> <li>- number of joint/double degrees offered</li> <li>- number of academic staff of partner country still cooperates with academic staff of other education organisation(s)</li> <li>- number of scholarship holders that became members of the alumni association of their host university (of applied sciences) (male/female) (NL/other)</li> <li>- number of Dutch training education organisations that have improved their training methods</li> <li>- number of staff of Dutch training education organisations that have gained new insights and ways of working</li> </ul>
<p><b>III. Organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce</b></p>	<ul style="list-style-type: none"> <li>➔ <i>Individual</i> <ul style="list-style-type: none"> <li>- % of alumni who state that they have applied in their workplace the knowledge and skills gained from the interventions</li> <li>- % of alumni promoted to more strategic positions within their own organisation or other organisation</li> <li>- narratives from alumni on policy and procedural changes, inclusive development, and innovations as a result of interventions</li> </ul> </li> <li>➔ <i>Organisational</i> <ul style="list-style-type: none"> <li>- % employer satisfaction on suitability of the training for the organisation</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- % of alumni still employed by the organisation that nominated them</li> <li>- % employers that states that their department/organisation has become more effective because of OKP intervention</li> <li>- % of alumni who have applied the acquired knowledge and skills within their working environment</li> <li>- testimonials from employers on organisational changes (implemented procedure/techniques, work ethic etc. due to trained staff (critical mass)</li> </ul>
--	--

Outcomes at project level	
Outcome	Indicator
<p><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></p>	<ul style="list-style-type: none"> <li>➔ <i>Education</i> <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>➔ <i>Research</i> <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>➔ <i>Society</i> <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> <li>➔ <i>Organisational</i> <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> </ul> </li> </ul>

	<ul style="list-style-type: none"> <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 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>
<b>Outcomes at scholarship level</b>	
<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>	<ul style="list-style-type: none"> <li>➔ <i>Individual</i></li> <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 to a more strategic 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>   <li>➔ <i>Organisational</i></li> <li>- <b>number of organisations strengthened by individual and/or group training (private/public)</b></li> <li>- % of alumni who have applied the acquired knowledge and skills within their working environment</li> <li>- employers satisfaction on the added value of return scholars to the initial working environmental</li> <li>- number of organisations with institutional mechanism for quality assurance</li> <li>- number of organisations developed and implemented a gender strategy</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/courses.

## **Annex 5 Description of the identification process**

EKN has completed a Country Scan to identify priority themes and intervention areas. After some preliminary desk study, a scoping mission to Ghana took place 9-13<sup>th</sup> of July during which consultation meetings have been held with the staff of the different priority themes of the Netherlands Embassy to get to learn about possible areas of intervention and priorities.

Stakeholders have been visited like COTVET and the Ministry of Agriculture to learn about the TVET system and possible needs to strengthen the education system. Furthermore to CIDA, the World Bank and GIZ, the Orange Knowledge Programme has been introduced, organisations have been consulted on their programs and advice been sought on possible intervention areas. The private sector has been consulted, represented by GNBCC and IWAD, to learn about the labour market and knowledge and skills gaps of smallholder farmers and employees.

Throughout the CPI references have been made to different strategic documents and website that have been consulted and can be of further use.

During a presentation of a Prof. William Baah-Boateng, Associate Professor of Economics at the University of Ghana, at the DAAD workshop information has been gathered about the labour market.