

## Rwanda

### Country Plan of Implementation

### Orange Knowledge Development Programme

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## 0. List of abbreviations

CPI	Country Plan of Implementation
EKN	Embassy of the Kingdom of the Netherlands
FO	Farmer Organisations
FSO	Farmer Support Organisations
FNS	Food and Nutrition Security
HE	Higher Education
IPRC	Integrated Polytechnic Regional College
IWRM	Integrated Water Resources Management
MASP	Multi Annual Strategic Plan
NAEB	Agricultural Export Development Board
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
RAB	Rwanda Agricultural Board
RP	Rwanda Polytechnic
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
UR	University of Rwanda
WASH	Water, Sanitation and Hygiene
WDA	Workforce Development Authority

## **I. Introduction**

This document describes the purpose and intentions of the implementation of the OKP programme in Rwanda. 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**

Rwanda is predominantly a rural, agrarian country with about 35% of the population engaged in subsistence agriculture, and furthermore with some mineral and agro-processing activities. The population density is high, but not concentrated in large metropolises – its 13 million people are spread out on a small land area. Tourism, minerals, coffee, and tea are Rwanda's main sources of foreign exchange. Despite Rwanda's fertile ecosystem, food production often does not keep pace with demand, hence the country is requiring food imports. Energy shortages, instability in neighbouring states, and lack of adequate transportation linkages to other countries continue to hamper private sector growth.

Despite the fact that Rwanda has made remarkable progress since 2000, the medium-term outlook for growth is modest. IMF and the World Bank are expecting an average growth rate of 6-7 %, which is well below the target of 11,5 %, as mentioned in the new government strategy. Although the poverty rate has fallen, it is still about 40%. A middle-income status still seems to be a political ambition that is not to be reached in the years to come. Nonetheless, social progress has been impressive in terms of access to health, access to justice, access to basic education and social protection for the poorest and in gender equality. Rwanda's birth rate remains very high (4,5 births per woman in 2016) for an extended period, because of its large population entering the reproductive age group. Because Rwanda is one of the most densely populated countries in Africa, its persistent high population growth and increasingly small agricultural landholdings will put additional strain on families' ability to raise food and guarantee access to potable water. These conditions will also hinder the government's efforts to reduce poverty and prevent environmental degradation.

#### History of NICHE and NFP

The Netherlands government has been supporting with scholarships, training and capacity building programmes in Rwanda since the beginning of this century through NFP and NPT. In 2009 the NICHE capacity building programme started in Rwanda with capacity building support in the judicial sector and in tourism, hospitality and natural resources management. In 2011 the programme shifted focus towards food security and helped Rwandan higher education institutions to establish more market responsive education and applied research in nutrition, agricultural value chain development and geographic information systems. In 2015 NICHE II launched a large and comprehensive project (9,9 million Euro) with the goal to establish an integrated programme of government led agricultural training and extensions services through a collaboration of integrated polytechnic regional centers, higher education institutions and the Rwandan Agricultural Board. The overall objective of NICHE II is to improve the contributions of education, research and technology transfer to agricultural production, value chain management and agribusiness development in poultry, horticulture, potatoes and dairy. For an overview of all the NICHE projects that have been implemented please see annex 2.

NFP made it possible that over the years hundreds of Rwandans could earn a master degree or PhD or a diploma via a short course in food and nutrition security or judicial themes reflecting the priority sectors in Dutch bilateral support programmes for Rwanda. Most of the scholarships are awarded to professionals working for government and small and medium scale businesses. Some examples of tailor-made training initiatives were training programmes for the Rwandan National Police in forensic investigation and crime

scene management and for local farmer field schools which have been established with the help of Dutch agri-business companies.

#### *NICHE projects in the Great Lakes Region*

In collaboration with the EKNs in Rwanda, Burundi, Democratic Republic of Congo and Uganda, Nuffic has initiated a NICHE programme of more than 3 million Euro that supports a regional approach for capacity building in the Great Lakes region that contributes to analysis and policy solution of social-economic conflicts caused by regional challenges and instabilities. With these embassies it has been determined that NICHE strengthens a transnational development and provision of education, training and research services in three areas: (1) Land Governance, (2) Sexual and Gender Based Violence and (3) Natural Resources Management, that contributes to the resolution of regional conflict dynamics and inclusive growth in the Great Lakes Region. Through this approach, NICHE captures the capacity building components of the regional multi-annual strategic plan for the Great Lakes Region. For an overview of the specific themes and partners of these projects see also annex 2.

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

Nuffic conducted two scoping visits to Rwanda (Nov 2017 and April 2018). The compact country scan filled out by the EKN in Kigali was discussed first with the head of development cooperation and policy officers of the relevant sectors. 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). Nuffic had meetings with government agencies in the Western Province responsible for agricultural extension training and with the Rwandan Agricultural Board. Nuffic also visited agri-business representatives, the Kigali Polytechnic and the integrated Polytechnic Resource Centre in the West to discuss the need for vocational training in relation to human resource needs and business development in prioritized agricultural domains. Regarding the Security and Rule of Law sector the EKN facilitated several meetings with key organisations responsible for forensics investigation, law enforcement and rehabilitation services. Final conceptualization of the intervention areas of OKP and the integration of these focus areas in the Country Plan of Implementation was based on feedback and information received from sector policy officers at the EKN and assessment of relevant documentation (strategy papers, programme overviews, evaluation reports, etc).

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**

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

Support initiatives for private sector development could be identified and initiated in relation to FNS.

The embassy also indicated integrated water management as priority theme. Capacity building support in the strengthening of education and training programmes in Agriculture is

currently addressed in the NICHE programme through the Strengthening Education in Agricultural Development project (SEAD). This project also integrates knowledge generation and training support in the use of water resources for Agri purposes. The nexus food security-water is central to a sustainable use of natural resources in Rwanda with agriculture being one of the largest consumers of fresh water resources. For the OKP programme the linkages between these two domains will be sought to ensure a suitable integrated approach in the development of sustainable agricultural production.

### **Additional information regarding the priority themes**

Rwanda's long-term development goals are defined in "Vision 2030" and "Vision 2050". The Rwandan strategy that seeks to transform the country from a low-income, agriculture-based economy to a knowledge-based, service-oriented economy with middle-income country status by 2030. To achieve this, the Government of Rwanda has come up with a medium-term strategy: The National Strategy for Transformation and Prosperity (NSTP1) outlines its overarching goal of growth acceleration and poverty reduction through four thematic areas: economic transformation, rural development, productivity and youth employment, and accountable governance.

Despite the strong economic growth of recent years, unemployment and under-employment are still present and are Rwanda's greatest challenges. Most of the people work in agriculture, where incomes are low. At the same time, the number of young people entering the labour market is constantly growing. Employment promotion is high on the national development agenda. Rwanda would like to improve vocational training, promote the private sector and give a boost to the labour market. It is planning to create 200,000 new jobs each year.

### **Food and Nutrition Security**

In Rwanda, the second Sustainable Development Goal 2 (Zero Hunger), especially the sub-goal to end all forms of malnutrition, continues to be targeted. Malnutrition is being reduced, albeit not at the level envisaged by Rwanda (it has not met its target of stunting prevalence of 33% in 2017). However, national level efforts are being intensified, e.g. by putting in place a National Early Childhood Development Program (NECDP) that coordinates all the activities that aim for the reduction of malnutrition by applying an integrated approach across sectors.

Poverty continues to decline, showing the success of the inclusive development policies of Rwanda. Especially social protection programs, e.g. labour-intensive public works, and inclusive local economic development contribute to this result. However, development is still driven by public rather than private investments and far less jobs are created than needed. The envisaged (and required) agricultural transformation process is slow due to the lack of a long-term profitable value chain pull factor (e.g. a large consumer/market for specific agricultural products that require innovation, transformation, youth, investments and private and public infrastructure). The currently established new investments by Dutch companies (e.g. DSM in Africa Improved Foods) could provide the right trigger to consider this (value chain development) business model. EKN Kigali is implementing several food security and nutrition aid programmes through integration of several focus areas:

1. reduction of malnutrition
2. promotion of agricultural growth
3. creation of ecological food systems and

4. enabling conditions for FNS with special attention for landscape rehabilitation transformation of the agricultural sector and integrated water resources management

Though Rwanda ranks high on the WB Doing Business Index, the role of the private sector and of foreign investors remains small. The awareness about unsustainable business investments by government is rising. The Embassy of the Kingdom of the Netherlands will continue to help attracting Dutch SME's to Rwanda and to offer them all the necessary assistance. As in other African countries, an enormous effort in job creation is needed. In the agricultural sector, agribusiness and horticulture investment opportunities for Dutch businesses do exist, but institutional and administrative hurdles need to be removed.

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

Inventory of potential domains in FNS that OKP could support derived from the first orientation meetings:

#### **Food security**

- Follow-up and extension of capacity strengthening of market-led value chain approaches through collaboration between TVET, Polytechnics and Universities and private sector.
- Continuation and expansion of Service Training Innovation Centres which are currently supported in the SEAD NICHE project.
- Enhancing the education and training provision in the Food Security and Nutrition programme of the EKN, with focus on the Congo-Nile Ridge area (CNR) in North-West Rwanda which is a concentration zone for EKN support (FNS and IWRM). The Embassy is especially supporting programmes for intensive agricultural production (more specifically: horticulture farming) in erosion prone and mountainous areas in North-West Rwanda. Focus on ecological sustainable production systems and the enabling environment.
- Capacity Building in agricultural skills training and education linked to strengthening small and medium scale private sector development in the EKN focus area of North-West Rwanda.
- Integrated Water Resources management as an important element of strengthening value chain approaches in establishing diversified and sustainable agricultural production. The EKN ensured a close cooperation between its Food Security programme and its IWRM projects and capacity building interventions should also strive to support these synergies.
- Strengthening capacity in the development of sustainable governance strategies and policies in relation to landscape restoration, erosion, climate exchange and natural resources management

#### **Linkage with the integrated NICHE SEAD project**

Especially the institutional partnership project in the FNS sector should articulate and clarify complementarity and alignment with the support interventions of the NICHE SEAD project (NICHE RWA 249) and its capacity building goals. Overall outcome of this project is sustained food security in Rwanda by meeting national needs for education, research and technology transfer in agricultural production, value chain management and agribusiness. Participating institutions are the College of Agriculture, Animal Health and Veterinary Sciences (University of Rwanda), University of Applied Sciences INES Ruhengeri and the Integrated Polytechnic Regional Centres (IPRCs) in North, East, South and Central Rwanda. Special results for this project aim at an improved national integration and articulation of

education and training programmes relevant for value chain development in horticulture, potato, dairy and poultry. It encompasses the complete post-secondary education provision at vocational training and higher education level. An important element in this project is the development of Service Training, and Innovation Centres which should be seen as facilities that support collaboration between education organisations, government and business partners and that encompass business incubation, student career guidance, networking portals, exchange and application of knowledge and state of the art technologies and innovation, development of more effective competence based training methodologies and other forms of networking relevant for agricultural skills training, education and research.

OKP could provide additional support in the same area as NICHE with the aim to create more impact and outreach with the capacity building interventions at the Rwandan educational institutions. Since the SEAD project is not targeting training and education institutions in the Western province there is still a need to link education and knowledge development to the value chain approach programmes in the North-West focus area of the Embassy. OKP could support public private partnership linkages between small and medium scale business development and skills and knowledge training support with special emphasis on integration of vocational training in value chain development approaches.

### **Public Private partnerships in skills training**

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, equipment, 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 could align.

OKP should identify possibilities that contribute to the Private Sector Development trajectories supported by EKN in Kigali most notably in:

- Business development in horticulture (special focus in North Western Rwanda on orchards and production of fruits)
- Integrated pest management
- Post-harvest management
- Development and maintenance of food safety standards (to support international export)

OKP could identify opportunities to strengthen collaboration between vocational training institutions and the farmer training schools established by the private sector and enhance blended learning programmes to improve the quality and upscale the possibilities for enrolment in agricultural skills training programmes.

### **Security and Rule of Law**

In Rwanda the Justice Reconciliation Law and Order Sector(JRLOS) encompasses for the greater part the issues associated with Security and Rule of Law. It is comprised of a broad set of institutions that are jointly responsible for justice, security, rule of law and accountability. The JRLOS Strategic Plan 2018-2024 aims at the following outcomes:

- 1)reinforce Rwandan culture and values as a foundation for peace and unity
- 2) strengthen Justice, Law and Order
- 3) ensure safety and security of citizens and property
- 4)enhance adherence to human rights
- 5)strengthen capacity, service delivery and accountability of public institutions

Regarding the National Legal Aid Policy a policy implementation plan has been established in 2015. The draft law Legal Aid Services Law was finalized but still has to be approved by Parliament. Closely related to the JRLOS is the follow-up process to the Universal Periodic Review under the lead of the Ministry of Justice in which also bilateral donors and NGO have been actively engaged. Rwanda received a substantial number of recommendations (not all of these were accepted). These recommendations include topics, among others, aiming at enlarging the space for civil society and measures to prevent disappearances, application of humanitarian law, unlawful detention. Key elements in these recommendations state that access to justice, legal aid and correct and just application of justice/laws should for all Rwandans should be improved.

A 2016 survey commissioned by Rwanda Legal Aid Forum, sought to gauge citizens' perception of justice and legal services in the country. The survey shows that at least 87 per cent of Rwandans find legal and judicial services provided satisfactory, while trust for mediators remains relatively low. This study assessed the current framework of interactions between judicial institutions and citizens and examined most recurrent cases. These encompass land disputes, which constituted highest rate of complaints (19 per cent), followed by property disputes (12 per cent), paternity determination (8 per cent), succession (8 per cent) and divorce (7 per cent). The survey also found that over 90 per cent of citizens were satisfied with the legal services provided by Access to Justice Bureaus (MAJ) and other non-state legal aid providers. However, delays in service delivery and extreme cost attached to the service remain a great impediment to justice and legal services.

### **Limited access to justice for women**

Women have less access to information about their rights; they have more difficulty obtaining money to pay court fees which impacts their access to legal support. Lack of knowledge of the law, lack of legal support, fear of domestic violence and customary practices are major barriers to women being able to claim their rights. Many challenges are not related to the law only, but also to the mind-sets influencing formal and informal judicial structures, gender stereotypes and customs embedded in the fabric of society, as well as weak linkages within the whole of the justice chain. To advance women's access to justice, there must be comprehensive initiatives to foster inclusion and to apply the law in a way that is sensitive to the needs of women. Courts are privileged to protect the rights of all women, but especially those who are the most vulnerable, who are poor, and have no voice. Because when a woman makes the decision to litigate a matter in court, she is taking a life risk that may jeopardise the well-being of her family.

The Netherlands is one of the main donors and closely monitors the progress at a technical working group level. The NL contribution to the sector contributes to the achieved results in the sector. The Theory of Change of the EKN is in line with the JRLOS strategy and objectives: a functioning justice system that provides quality justice to all Rwandans and that entails a transparent and justly applied legislation. Being one of the larger donors of the JRLOS, its extended bilateral dialogue including the bilateral panel for justice, the Netherlands government contributes to the independent role of NGOs. Addressing sensitive political issues such as human rights issues and focussing on an more inclusive process regarding legislation and justice are examples of the Dutch dialogue with the JRLOS. As was the case in 2014 it remains important to note that the JRLOS is still an underfinanced sector. This, in combination with the implementation of several crucial and expensive policy actions, increases the pressure on the JRLOS and requires further prioritization & focus on enhancing efficiency (cost-benefit). The Netherlands closely monitors the Universal Periodic Review (UPR) follow-up process and has, as a result of its decades long cooperation with the Rwanda justice sector, continued its dialogue on justice/human rights issues with the JRLOS

and the Rwandan government. The Legal Aid Forum(LAF) core cost support assured the presence of LAF as one of the main civil society platform organisations in the JRLOS contributing in a critical constructive way to policies and running national processes such as National Legal Aid and human rights issues.

Although the sector follows ambitious goals aiming at increasing efficiency, enhanced access to quality justice including the choice for the necessary instruments to achieve this, certain areas lag behind. Partly this can be explained because of the complex nature of these activities. Another explanation for the partly achieved results is the fact that the ambition versus the actual financial means/procurement procedures do not match.

Regarding the results as achieved by the Legal Aid Forum and its members, it is clear that these organizations fill a niche: the government is, in the case of LAF not able to cope with the huge number of Rwandans requiring legal aid (the poor, vulnerable, women, children). This leads to pressure from the government on NGOs to deliver and partner. The result is that organizations such as the LAF members become government policy implementers which at the end of the day might affect their independence. The core cost funding to LAF has shown that due to its continued existence LAF has been ongoing with provision of legal aid, continued to be a policy influencing NGO umbrella organization within the JRLOS (on for example crucial topics such as the National Legal Aid Policy and many more). It also has been able to diversify its donors financing activities (such as Oxfam, the EU Delegation).

Domains in which the embassy would like to prioritize OKP interventions are:

- Enhance the effectiveness, accountability and provision of legal services in the JRLOS institutions with special attention for marginalised groups.
- Strengthen special training and education programmes for legal professionals at government affiliated institutions through improved alignment between university education and post-graduate education programmes for lawyers and other legal specialists with special attention to increased access to social justice for marginalized groups
- Promote innovation in the JRLOS that increases access to, and quality of justice with special focus on: forensics management, law enforcement in new developments of criminality (e.g. cybercrime) and rehabilitation of youth (juvenile criminality))

Envisaged interventions should facilitate exposure visits, short customized training weeks and exchange of experiences to be organized and provided by organisations in the Netherlands which share the same mission, objectives and societal responsibilities. Special focus should be given to training in the Netherlands whereby participants are given the opportunity to broaden their horizon and learn from alternative approaches. This will also neutralize the political sensitiveness of discussed topics and will encourage participants to start open discussions on how to approve strategies, organisational capabilities and skills in targeted key institutions in Rwanda.

## Overview of Intervention areas for OKP support in SRoL and FNS

<b>Bilateral priority theme / programme</b>	<b>Focal areas within priority themes</b>	<b>Specific capacity gaps/labour market needs to be addressed</b>	<b>Potential strategic focus and preferred modality</b>
<b>Security and Rule of Law</b>	<p>1. Improve Effectiveness, accountability and provision of legal services in the JRLOS institutions with special attention for marginalised groups.</p> <p>2. Promote innovation in the JRLOS that increases access to, and quality of justice</p>	<p>Strengthen training and education programmes for legal professionals at government affiliated institutions with focus on the following domains:</p> <ul style="list-style-type: none"> <li>• Improved harmonisation and alignment between bachelor, master and post graduate programmes for judicial experts and professionals.</li> <li>• Better streamlining of education programmes in Law at universities and specialised legal training institutions.</li> <li>• Improved competence based learning methodologies for training institutions with more practical training possibilities for students in JRLOS institutions (integration of court cases)</li> <li>• Enhance specialization of legal professionals in relation to specific groups of offenders, such as juveniles</li> </ul> <ul style="list-style-type: none"> <li>• Strengthen capacity in forensics with special focus on: <ul style="list-style-type: none"> <li>- Forensics management (preserving evidence)</li> <li>- Microbiology and toxicology (crimes of pollution)</li> <li>- Training in dna analysis and effective use of lab analysis equipment</li> <li>- Development and accreditation of forensics training programmes</li> </ul> </li> <li>• Improve capacity of law enforcement in: <ul style="list-style-type: none"> <li>- Cybercrime/security</li> <li>- Financial and economic crime investigations</li> <li>- Border security</li> <li>- Fire instruction</li> </ul> </li> <li>• Improve rehabilitation with focus on juvenile criminality through strengthened training programmes for psychologists, animators and counsellors working at rehabilitation centres for youth:</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional partnership programmes at academic level with universities and specialised legal training centres in the Netherlands</li> <li>• Individual fellowships through Master and short course</li> </ul> <ul style="list-style-type: none"> <li>• Extended Tailor Made training programme (TMT+) or Tailor Made training programme</li> <li>• Individual fellowships through Master and short course</li> </ul> <ul style="list-style-type: none"> <li>• Tailor Made training programme</li> </ul> <ul style="list-style-type: none"> <li>• Extended Tailor Made training programme (TMT+) or Tailor Made training programme</li> </ul>

		<ul style="list-style-type: none"> <li>• Psychiatrist training</li> <li>• Counselling techniques</li> <li>• Therapy development</li> <li>• Differentiation of treatment for different categories in juvenile criminality (e.g. homeless, prostitutes, drugs addicts,)</li> </ul>	
<b>Food and Nutrition Security</b>	<p>Strengthen agricultural value chain development in the Western Province. OKP should complement the FNS and IWRM programmes in North-West Rwanda through improved vocational and professional training in agriculture with a nexus to water.</p> <p>To be coordinated with embassy programmes for food security and integrated water management in relation to private sector development in the Congo-Nile Ridge area (CNR) in North-West Rwanda targeting fruit orchard management and horticulture with specific attention for terrace farming and effective irrigation techniques to decrease both erosion and surface runoff.</p>	<ul style="list-style-type: none"> <li>• Alignment and follow-up of NICHE capacity building initiatives at polytechnics and University of Rwanda in value chain approaches for horticulture, dairy and poultry.</li> <li>• Market oriented vocational and professional training programmes for agriculture</li> <li>• Transformation of subsistence farming to small and medium scale commercial farming</li> <li>• Priorities: value addition through agro-business development and agro-processing, land husbandry, soil conservation, seed multiplication, integrated farm planning, agriculture terracing, irrigation</li> <li>• Interaction between extension service programmes and formal training (RAB and IPRC)</li> </ul> <p><b>Specific areas targeting skills training and professionalisation:</b></p> <ul style="list-style-type: none"> <li>• financial management and business skills development in a local context: <ul style="list-style-type: none"> <li>- Financial inputs for entrepreneurship development targeting farmer groups/cooperatives and small and medium scale business initiatives in the focus region.</li> <li>- Additional capacity building support for starting farmers and entrepreneurs.</li> <li>- Workable financing models for agriculture</li> <li>- Innovation in financing</li> <li>- Effective subsidy models</li> </ul> </li> <li>• value addition, agro-processing, management and marketing</li> <li>• post-harvest management, pest diagnosis &amp; management</li> <li>• Development of professional and technical training in: <ul style="list-style-type: none"> <li>- Food safety &amp; Hygiene (aflatoxins, antibiotics, parasite management etc).</li> </ul> </li> </ul>	<p>Through:</p> <ul style="list-style-type: none"> <li>• Institutional partnership programmes at academic level with universities and specialised legal training centres in the Netherlands</li> <li>• Individual fellowships through Master and short course</li> </ul> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Strengthening public-private partnerships between education and training providers and private sector in agriculture to improve quality of vocational training and education for the professions in value chain approaches in horticulture and potatoes.</li> <li>• Improved collaboration between privately managed farmer schools and agriculture training providers at TVET and university level.</li> <li>• Alignment with SEAD project and engaged farmer communities cooperatives, extension services and companies through the further expansion of Service Training and Innovation Centres (STICs).</li> <li>• Coordination and alignment of interventions in the North Western districts with the Hortinvest and the Water for Growth programmes financed by the EKN (see also chapter VIII)</li> </ul>

		<ul style="list-style-type: none"> <li>- inspection and standards control</li> <li>- Improved seeds</li> <li>- Fertilizing</li> <li>- Irrigation</li> <li>- Certification/Auditing</li> <li>- Climate adaptation</li> <li>- Circular Economy</li> <li>- Feeding the cities &amp; Green cities</li> <li>- Research &amp; Innovation</li> </ul>	
<b>Water management supporting FNS and sustainable agriculture</b>	Integrated Water Resources Management	<ul style="list-style-type: none"> <li>• Interdisciplinary analysis, planning and working supporting ecological sustainable production systems in agriculture</li> <li>• Participatory approaches including Landscape Approach and environmental management.</li> <li>• Use of remote sensing techniques in monitoring water availability, water requirements, and impact of climate change in relation to agriculture activities and related industries.</li> </ul>	<p>Through:</p> <ul style="list-style-type: none"> <li>• Tailor Made training programme</li> <li>• Individual fellowships through Master and short course</li> </ul> <p>Target groups:</p> <ul style="list-style-type: none"> <li>• Civil servants of sector Ministries/Authorities and of Districts</li> <li>• University teachers</li> <li>• TVET institutes</li> <li>• Civil servants of Rwanda Agricultural Board (RAB), Rwanda Water and Forestry Authority (RWFA), Rwanda Environment Authority (REMA), Meteo Rwanda,</li> </ul>

### The education and training gap in the FNS sector

The organisational capacity challenges in education and training in Rwanda are multiple and can be divided into four categories:

- Weak linkages between supply of relevant and quality agricultural education to farmers, farmer's organisations and farmer support organisations;
- Weak linkages between higher education institutes and technical and vocational training institutes in agricultural education;
- Insufficient offer of relevant and quality curricula in integrated land and water management and agricultural production, processing and management, particularly at the level of practical and applicable technical and vocational skills;
- Insufficient use of competency-based and problem/practice oriented training methods within vocational training and professional education institutes.

Provision of education and training in agriculture subjects in Rwanda is conducted at four levels:

1. Higher education
2. Technical and Vocational Education and Training
3. Extension service training provision through government agencies
4. Private sector initiatives of farmer training schools linked to client networking and marketing

## **Ad. 1. Higher Education**

Higher education institutions provide a combination of regular bachelor and master training and research programmes in agricultural and nutrition subjects and specific training activities to Farmers' Support Organisations. These linkages are already established for a longer period of time. Key institutions in the provision of higher education are:

a) UR: The University of Rwanda is a result of a merger of all public universities in the country. As a result, under the umbrella of the UR, two specific institutes focus on agricultural education and research. Concretely, two institutes will actively participate in the project: i) the College of Agriculture and Animal Sciences and Veterinary Medicine (CAVM) that now includes a significant number of specialised schools and departments in agriculture and animal sciences and in food sciences with regional campuses in the country; and ii) the College for Science and Technology (CST). Under the CST some specific institutes such as the Centre for GIS (CGIS) and the Integrated Water Management Department (IWMD) have already developed considerable experience in land and water management issues and IWMD also in the aquaculture sector;

b) INES: The Ruhengeri Institute for Higher Education has been established as a private sector institute, partly active in the provision of agricultural higher education. INES has built considerable experience in the provision of agricultural education, and particularly in the area of land and water management, biotechnology, food processing and crop-production. Operating and focusing on the North of Rwanda, INES provides educational curricula that serve the country as a whole.

## **Ad. 2. TVET provision in agriculture**

The government of Rwanda prepared last year reforms in the Technical and Vocational Education and Training (TVET) subsector In 2018 . This resulted in a number of fundamental policy changes in the regulation and provision of TVET. In June last year, a new law was enacted, establishing the Rwanda Polytechnic as a TVET higher learning institution. This institution has to integrate and merge all the existing Integrated Polytechnic Regional Centres. Its overall vision will be "to provide quality education that complies with international standards through technical and vocational educational training that enables the beneficiary to acquire skills required to create jobs and compete in the labour market".

Officially, the Rwanda Polytechnic consists now of eight Integrated Polytechnic Regional Colleges (IPRCs), at least one IPRC in each province and the City of Kigali, plus the Rwanda TVET Trainer Institute. This institute is dedicated to the training of teachers and instructors both in educational institutions and industry. It aims at delivering high standards of hands-on skills development through a competency-based training and assessment program. One of the responsibilities of the RP is to coordinate programmes and activities aimed at developing teaching and research staff within institutions of technical and vocational education, upgrade their knowledge and skills capacities and improve their management

The constituent Integrated Polytechnic Regional Centres have been elevated in status, with the 'C' in the acronym now standing for 'College', instead of 'Centre'. They will be offering Advanced Diplomas in a wide-range of marketable courses including also agricultural training programmes. While previously Integrated Polytechnic Regional Centres oversaw the operations of vocational and technical training centres in their respective jurisdictions, the government has since handed this role to districts – as is the case with conventional schools (primary and secondary) – which will see the new IPRCs concentrate on training. A formal rationale for the merger of all former Integrated Polytechnic Regional Centres into one institution is that this will enhance the quality of education in the TVET subsector. The headquarters of Rwanda Polytechnic are expected to be located at IPRC-Kigali in Kicukiro District.

The reform also gives more guided focus to the role of the Workforce Development Authority (WDA) in the further development and standardization of quality assurance systems in the vocational training. WDA is the body that regulates and oversees the implementation of the Technical and Vocational Education and Training (TVET) policy in the country. The government wants more upper secondary school students to join TVET institutions so they can acquire badly needed employable and entrepreneurial skills. TVET is seen as an avenue through which developing countries like Rwanda can tackle unemployment in part because it normally empowers learners with hands-on skills that are needed on the labour market.

With the new reforms the IPRC's are not responsible anymore to coordinate the provision of TVET through Technical Secondary Schools (TSS's) and Technical and Vocational Centres (VTC's) in their respective regions. This creates new challenges in aligning agricultural training and education for youth especially in combination with local agro-business development. Although the attention for coordination and interaction between agricultural education at the level of IPRC's and Technical and Vocational Training Colleges (supervised now by the district governance bodies) is rather limited, these institutions fulfil an important brokerage function between the education sector and the farming communities on the ground.

There are also a number of (agricultural) TVET and VTC centres that are run by civil society organisations, private sector companies and churches, but these centres usually have a very specific and regionally limited outreach.

### **Ad. 3. Extension training by government agencies**

The third category consists of the most important counterparts of the educational organisations that are needed to establish the effective linkages and cooperation with actors in integrated agricultural development and in the provision of agricultural support and extension services. To establish linkages on the ground, the partners in this category need to be actively involved in the implementation of pilot-activities and in testing new curricula, technologies and research outcomes:

- a) RAB: The Rwanda Agricultural Board is the main public institution responsible for agricultural research extension services. RAB is present throughout the country and is available as an important partner to ensure that the demands for skills development and research from the agricultural sector are channelled to the education sector and integrated in educational curricula and research portfolios. Collaboration and alignment between RAB and the Educational Institutes should be taken into account by OKP to avoid unnecessary overlap and completion in the provision of research and skills development services to the farming (support) community. At the same time RAB will be needed as an implementing partner in pilots on the ground to test new education approaches, research outcomes and innovation of technologies;
- b) RNRA: The Rwanda Natural Resource Agency fulfils a similar role as RAB in the area of land and water management activities. It is expected that RNRA will support implementation of pilot-projects on the ground and that it provides inputs for skills development in integrated land and water resources management (IL&WRM). With respect to agricultural extension work in this area RNRA should work together with RAB to ensure that IL&WRM aspects are also integrated in agricultural extension work.

#### **Ad. 4. Agricultural training in the private sector**

##### *Farmer schools privately owned*

Several Dutch and Rwandan entrepreneurs 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 recruitment and training 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, equipment, farming materials.

##### *Farming community in the private sector*

Beneficiaries and target groups of education, training and knowledge development in the agricultural sector and the farming community in Rwanda can be roughly divided into four sub-categories:

- Farmers: with farmers we refer to farmer's families that might require specific training and technical support in their farming and off-farm activities, but also to sons and daughters of farmer's that seek education in the rural sector to which the education institutions need to cater;

- Farmer's Organisations (FO's); these are cooperatives, associations, federations and other forms of collectively organised agricultural producers. The most important form of farmer's organisations in Rwanda is the cooperative and therefore these cooperatives constitute a priority group of beneficiaries

- Farmer Support Organisations (FSO's); Among the Farmer Support Organisations, we identify public organisations such as Rwanda Cooperative Agency (RCA), National Agricultural Export Development Board (NAEB) and Ministry of Industry and Commerce (through Community Processing Centres), but there are also private sector organisations such as the Agricultural Chamber of the Private Sector Federation (PSF) and large number of companies and NGO's that are running small, medium and large scale projects and programmes to support agricultural production and value chain development;

- Actors in agricultural value chain, who act as economic agents in linking the different elements in the value chain. These actors can be traders, middlemen, transporters, packagers, processors and storage and warehouse service providers.

Depending on the specific focus areas of the OKP programme more specific beneficiaries in these categories could be identified for involvement involved in pilots and project activities in specific regions of the country and in specific agricultural sectors and subsectors.

The supply of agricultural training by Integrated Polytechnic Regional Colleges (IPRC's) and the district based Technical Secondary Schools (TSS's) and Vocational Training Centres (VTC's) to farmers, farmers' organisations and farmers' support organisations is not well developed and strong. There are only 18 TSS and VTC institutes at the national level, 7 of them located in the Nord, 4 in the West and East Respectively and 3 in the South. Currently all IPRCs offer some specialisations in agricultural TVET curricula to students.

Considering the fact that there are around 8 million farmers in the country, the number of only 18 facilities that provide agriculture related education could be considered very low. Furthermore, considering the fact that the Ministry of Agriculture currently employs nationwide approximately 30.000 agricultural extension workers through the Rwanda Agricultural Board (RAB) and another approximately 2.000 extension workers through the National Agricultural Export Development Board (NAEB) the overall supply of agricultural education

and research of UR, INES and IPRC's compared to the huge demand in the country is limited.

### **Agricultural education capacity**

The offer of practical technical and vocational training is limited and hardly diversified with only a few specialisations. Particularly in the area of postharvest management and food processing, only a few TVET institutes provide practical training. Also the area of research in the area of post-harvest management and food processing is limited. Crucial for the development of Rwanda's agricultural sector is the development of cooperatives as a means to acquire more cost-effective access to inputs and to markets. Additionally cooperative structures are an important mechanism for replication and increased reach out of training, research and extension services to farmers. In the area of cooperative management there is a huge demand for managerial skills training, highly diversified from the grassroots level to higher-level support organisations such as the Rwanda Cooperative Agency. For both, land and integrated water resource management, there is a diversified demand for higher level research and training among support organisations and public institutes at different levels responsible for monitoring, control and management of scarce land and water resources but also among farmers and farmers' support organisations dealing with managing and improving agricultural production on small farm-plots and managing water resources needed for agricultural production. The supply of relevant and quality educational and research services in all these areas is currently limited and fragmented.

The final challenge is also at organisational and human resource level and is related to the need for innovation in teaching and research methods towards more participative and skills and competency development oriented approaches and the development and introduction of new technologies in agricultural production and agro-processing. While many Rwandan training institutes have experience in and are familiar with competency based teaching methods, this teaching methodology has not yet been rolled out to more practical oriented research and training services of a) higher education institutes catering for research and training demands among IPRC's, FO's and FSO's and of b) IPRC's and related TSS's and VTC's catering for research and training needs among FO's, FSO's, farmers and other actors in agricultural value chains.

The capacity challenges faced by the institutions are very much related to the capabilities to generate development results that are relevant and applicable for farmers' organisations and farmer support organisations. And additionally the capability to adapt and self-renew is at stake, because higher education institutes face the need to adapt to new demands of FO's, FSO's and IPRC's. IPRC's and TSS and VTC's that historically have had less exposure to competency based teaching approaches and technological innovation in the agricultural sector still have a limited offer of curricula and testing and innovation facilities are insufficient to meet the demands in the agricultural sector.

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 among others, the private sector, in the curriculum development process in the design, development and delivery thereof. The participation of stakeholders should address a number of key questions, including:

- How can higher education and vocational training respond to the needs of the labour market in a dynamic economic and social environment?
- What are the key attributes required to enhance graduate employability and entrepreneurship?; and
- How can the relationship best be structured with stakeholders to ensure that they are able to effectively inform the curriculum?

Experiential learning Leaders and senior managers expressed the 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 could 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 field of agriculture, food production, agro-processing and the other fields that support sustainable agriculture such as water and land management, engineering, economics and entrepreneurship.

### **Curriculum with a 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 help create competitive advantage as a whole 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 and education, training & research.

Principles of the value chain concept, adopted by the project are the following:

- The Value Chain concept comprises a holistic approach that addresses 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 with regard to 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.

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.

### **Teacher competence**

The potential transformative role played by teachers in vocational training and HEIs was identified within NICHE and within other capacity building programmes as critical in the development of graduates and make them ready for the world of work. However, concern was expressed about the competence of many teachers in vocational training 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 for life in employment and self-employment. The pedagogical knowledge, subject matter expertise and knowledge of appropriate instructional methods and material, including curriculum development competencies, were raised as key challenges. These concerns provide an opportunity for OKP to play 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.

## **The education and training gap in the Security and Rule of Law sector**

The Rwanda JRLOS is an ambitious sector. The targets for achievements are set high, for government institutions as well as affiliated institutions such as the Professional Bailiffs Association, Rwanda Bar Association, the School of Law of the University of Rwanda and the Institute of Legal Practice and Development. These institutions are well-established, adhering to a generally to a basic level of professionalism in the practice of law. Most legal professionals practice across all areas, taking files on the basis of availability rather than specialty, instead of specializing in particular areas, such as commercial law, family law or criminal law.

Through the University of Rwanda, students are enabled to obtain a Bachelor of Laws, followed by a Masters (LLM) in Business Law or, since recent, a Masters (LLM) in International Criminal Justice and Law of Human Rights. Through the Institute of Legal Practice and Development, graduates from the University of Rwanda can pursue a postgraduate diploma in Legal Practice (commonly referred to as DLP). Currently, ILPD offers 6 of the identified 24 specialization courses for graduates. The Rwanda Bar Association started with a training programme in 2014 for its members, but has difficulties to meet the high demand and need for (refresher) training for its 1200 members. To enhance the quality of justice and raise the standard of practice, more specialization of legal practice is needed. However, the opportunities for specialization are low: there are few specialized courses on offer, and places to attend these courses are also too few to cater to all legal professionals. In addition, there are few opportunities to practice gained skills outside official legal proceedings. Lastly, the cooperation and relationship between different educational institutions and professional associations of legal professionals could be enhanced, to avoid duplication in courses, share knowledge on course development, exchange on opportunities for knowledge development outside Rwanda for students and increase sustainability of knowledge gained by students throughout their studies.

In the further scoping of capacity building needs of educational institutions responsible for legal training programmes the following needs and gaps have been prioritized:

- Need for more specialized course development in academic institutions.
- Need for more practical experience for students in academic institutions.
- Need for specialization of legal professionals in relation to specific groups of offenders, such as juveniles.
- Little exchange between different institutions on knowledge development and aligning curricula.
- Outdated or lack of a needs assessment within institutions.

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

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

The OKP programme in 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**
2. **Promote agricultural growth**
3. **Create ecologically sustainable food systems**

**For Security and Rule of Law:**

1. **Rule of Law**

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 Rwanda.

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 Rwanda 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 modalities](#)

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	10 August 2018
First call published	Between August - October 2018
Deadline call	8 – 10 weeks after publication call
Selection partners	4 – 6 weeks after deadline call for joint proposals
Start of project in case joint proposals	4Q 2018

## 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	FNS	SRoL	Total
2018 – 2022:			
Institutional projects	EUR 3,000,000	EUR 1,000,000	EUR 4,000,000
TMT, TMT+ and group training	EUR 400,000	EUR 625,000	EUR 1,025,000
Individual scholarships	EUR 1,600,000	EUR 375,000	EUR 1,975,000
Total per sector	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. Rwanda is classified by the OECD as an LDC<sup>[1]</sup> Country. 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 Rwanda Nuffic will not introduce a minimum level of co-financing as mandatory for applications.

[1] 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

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

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.

### FNS programmes EKN Rwanda

Regarding the Food and Nutrition Security programmes of the Embassy in Kigali there remains a strong focus on local economic development and nutrition (reduction of stunting) but a new approach in value chain development in horticulture will address local production constraints but will also de-risk private sector investments in horticulture. This will strengthen market opportunities, both locally, regionally as well as internationally.

EKN Kigali does not currently work directly with farmers, indirectly it does through the Rural Feeder Roads programme. EKN Kigali invests heavily in Local Economic Development and connectivity (feeder roads). Through the Agricultural Counsellor, much effort is being put in supporting potential Dutch investors in creating a profitable and inclusive business model. In the next phase of the bilateral FNS programme, a specific value chain development program will be implemented that would focus on supporting the inclusive and sustainable growth of the agricultural sector. There is close cooperation with the Agricultural Office of the EKN Kigali (Agricultural Council) to identify and facilitate opportunities to introduce Dutch technology and innovation in the food security, nutrition and agribusiness sector of Rwanda.

The IWRM programmes of the EKN have started in 2017 and will contribute to ecologically sustainable systems, including food systems. The (agro-)forestry program continues to contribute to erosion reduction and improved soil quality. As from 2017, EKN Kigali has invested in the improvement of food systems through its value chain development programme and a natural resources management and productivity programme, which will apply a landscape approach. This has become all the more important in view of the more frequent occurrence of extreme effects of climate change (e.g. huge landslides due to unusually heavy rainfall).

There are two specific EKN programmes in the Congo-Nile Ridge area (CNR) in North-West Rwanda which OKP institutional partnerships projects in the FNS sector will have to complement with capacity building in education and training. These are:

### **Water for Growth**

Water for Growth Rwanda is a four-year, joint Rwanda-Netherlands initiative aiming to improve the effective management of water resources in Rwanda. The programme is led by the Government of Rwanda and supported by the Embassy of the Kingdom of the Netherlands (EKN). Water for Growth supports the Ministry of Natural Resources (MINIRENA) in policy improvement, institutional strengthening, staff capacity building and implementation of selected key investments in sustainable water resources development. Under MINIRENA, the programme directly works with the water department of the Rwanda Natural Resources Authority. Day-to-day implementation of the programme is led by the IWRM Support Unit (ISU), based at MINIRENA. The ISU is comprised of an international project team led by Euroconsult Mott MacDonald, in collaboration with partners SNV Netherlands Development Organisation and SHER.

To demonstrate the value of the IWRM approach across a range of geographic and socio-economic contexts, Water for Growth is working across four demonstration catchments – Muvumba, Upper Nyabarongo, Nyabugogo, and Sebeya – to pilot governance frameworks and develop land and water management solutions tailored to their specific contexts. OKP interventions should especially align with the Water for Growth support interventions in the Upper Nyabarongo catchment area which covers the Southern and Western Province (Districts: Nyamagabe, Huye, Nyanza, Ruhango, Muhanga, Karongi, Ngororero and Rutsiro) See also: <http://www.water.rw/>

### **Hortinvest**

The HortInvest project aims to increase farmers' incomes, grow the relative contribution of the horticultural sector to the regional economy in North West Rwanda, and improve the food and nutrition security of the targeted households. HortInvest will help realise the Rwandan National Horticulture Policy to create fast economic growth, and reduce poverty and malnutrition. The project covers six target districts in North-west Rwanda. SNV, in partnership with Agriterro, Holland Greentech, IDH Sustainable Trade Initiative and CDI Wageningen, have been selected through tender procedures for the implementation of the HortInvest Rwanda project from 2017 to 2021. The project budget provided by the EKN is €16.2 million, with an additional minimum of € 5.0 million co-funding by private sector partners in the project. The project should reach at least 44,000 farmer households in six districts in North West Rwanda.

HortInvest has four components, aligned with Rwanda's National Horticultural Policy:

1. Production for domestic and regional markets
2. Food & Nutrition security improvement
3. Supply chains for export markets
4. Strengthening the enabling environment

The HortInvest project will focus on supporting horticulture growers, their producer organisations and private sector partners. The project will provide support and training on Good Agricultural Practices and IPM, value addition, market demand, services and inclusive growth of specific horticultural value chains (fruits, incl. banana & vegetables). Production and supply improvements for both domestic and regional fresh produce markets as well as the more high-value export markets will be covered. See for more information: <http://www.snv.org/project/hortinvest-rwanda>

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

### **World Bank projects on Priority Skills for Growth**

The Priority Skills for Growth Programme of the WB for Rwanda is to expand opportunities for the acquisition of quality, market-relevant skills in selected economic sectors (budget approximately 120 million Euro). The proposed operation is aligned with themes under the World Bank's Country Partnership Strategy for Rwanda FY2014-2018, which identifies the following areas as a focus for IDA resources: energy, urban development, rural development, social protection and accountable governance. These areas are further grouped into three themes: Theme 1: Accelerating economic growth that is private-sector driven and job-creating; Theme 2: Improving the productivity and incomes of the poor through rural development and social protection; and Theme 3: Supporting accountable governance through Public Financial Management (PFM) and decentralization. Specifically, the proposed operation, which aims to improve skills for job opportunities, supports theme 1 and 2. The proposed operation is also aligned with the World Bank's Africa Region strategic focus (high quality human capital), and complements other IDA-financed

projects in Rwanda such as the current Electricity Sector Strengthening Project, the Urban Development Project, and the Transformation of the Agriculture Sector Program. See also: <http://projects.worldbank.org/P252350?lang=en>

### **GIZ Rwanda**

GIZ is engaged in the strengthening of a demand-led vocational training system but with a special focus on improving employment among youth through improved competitiveness of small and medium-sized enterprises in the fields of ICT, tourism, the wood trade and the creative industries. At the same time it is further developing recruitment centres and employment services. To establish a better business environment for companies, GIZ is providing technical and methodological advice to the Ministry of Trade, Industry and East African Community Affairs, to the national economic promotion organisation and to organisations of the formal economy such as trade associations and chambers of commerce.

Together with the responsible parties from vocational schools, private training institutions and the Ministry of Education, GIZ has developed a range of vocational training courses oriented to the needs of the labour market. In the four areas listed above, GIZ and partners are introducing cooperative, dual vocational training. This includes the ongoing development of a training system for vocational teachers, and the training of in-company instructors. As a good example for OKP GIZ cooperates with employers' associations, the Chamber of Commerce and with individual companies, enabling them to increase the number of vacancies they register. See also: <https://www.giz.de/en/worldwide/332.html>

PUM programme: Rwanda is a focus country in terms of PUM assignments. PUM experts are used in embassy programmes as well as outside the programme. 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.

### *Possibilities for regional support*

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.

## **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 Rwanda for FNS and SRoL
- Annex 4. Matrix of OKP programme outcomes and impact indicators

## 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 Rwanda 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. Overview of NICHE project in Rwanda (\* Projects currently in implementation in blue)**

	<b>Project number</b>	<b>Title</b>	<b>Project budget</b>	<b>Start date</b>	<b>End date</b>	<b>Dutch Provider consortium leader</b>	<b>Consortium parties Providing Organisatino</b>	<b>Requesting organisation</b>
1.	NICHE-RWA-007	Organizational Strengthening and Academic Capacity Development of the Rwanda Tourism University College (RTUC)	984.982€	1-7-2010	30-6-2014	MDF Training & Consultancy	Inholland University of Applied Sciences; Match Maker Associates Ltd.; Sawadee; VU University Amsterdam	Rwanda Tourism University College
2.	NICHE-RWA-008	Strengthening the Human Resource Capacity of the Institute of Legal Practice and Development (ILPD)	999.868€	1-11-2010	30-4-2015	MDF Training & Consultancy	Centre for International Legal Cooperation; Utrecht University	Institute of Legal Practice and Development
3.	NICHE-RWA-013	Strengthening of the Workforce Development Authority (WDA) and support to the establishment of an integrated TVET system in Rwanda	3.998.637€	1-7-2010	30-6-2016	Mott MacDonald	BBC Media Action; Center for Employment Initiatives; Scottish Police Authority	Workforce Development Authority
4.	NICHE-RWA-025	Strengthening KCCEM to build the capacity of conservation professionals in the Albertine Rift Region'	799.818€	1-2-2011	31-12-2015	Wageningen UR	Garoua Regional Wildlife College; Southern Africa Wildlife College	Kitabi College of conservation and Environmental Management

5.	NICHE-RWA-071	Strengthening the capacity in Geographic Information Systems and Remote Sensing	800.000€	1-4-2011	31-3-2016	University of Twente	Ardhi University; Makerere University	National University of Rwanda - Centre for Geographic Information Systems and Remote Sensing (CGIS-UR)
6.	NICHE-RWA-079	Entrepreneurship and Business Incubation at RTUC	50.000€	1-7-2010	30-6-2014	MDF Training & Consultancy	Inholland University of Applied Sciences; Match Maker Associates Ltd.; Sawadee; VU University Amsterdam	Rwanda Tourism University College
7.	NICHE-RWA-099	Consolidation and upgrading of education and research within Water Resources, Environment and Health Science and Engineering at the National University of Rwanda	499.753€	1-9-2011	30-8-2015	Unesco-IHE Institute for Water Education	University of Zimbabwe	National University of Rwanda
8.	NICHE-RWA-100	Development of a gender-sensitive Agro forestry/Forestry/Agriculture Extension Centre at the National University of Rwanda	466.875€	1-10-2011	30-6-2016	MDF Training & Consultancy	Aeres Group; Fort Cox College of Agriculture and Forestry; International Centre for development oriented Research in Agriculture	National University of Rwanda  Mr Dr G Nyombaire  <a href="mailto:gnyombaire@nur.ac.rw">gnyombaire@nur.ac.rw</a>

9.	NICHE-RWA-101	Institutional strengthening and capacity development of ISAE, in line with the needs of the labour market	493.578€	1-10-2011	31-12-2016	MDF Training & Consultancy	Aeres Group	University of Rwanda
10.*	NICHE-RWA-164	Strengthening KHI capacity to contribute to the reduction of malnutrition in Rwanda	799.866€	1-1-2013	31-12-2017	Wageningen UR	North West University	University of Rwanda - College of Medicine and Health  Sciences-Human Nutrition and Dietetics Department
11.*	NICHE-RWA-166	Increasing food security through applied sciences at INES-Ruhengeri	998.578€	1-1-2013	31-12-2017	MDF Training & Consultancy	Aeres Group; Utrecht University of Applied Sciences	Institut d'Enseignement Supérieur de Ruhengeri
12.	NICHE-RWA-173	Socio-Economic Improvement through an Integrated Crop & Livestock System (ICLS) in Rwanda	875.000€	1-3-2013	28-2-2017	Q-Point B.V.	DLV Rundvee Advies BV; Egerton University; HAS Den Bosch; Wakala East Africa	UR-Nyagatare
13.*	NICHE-RWA-185	Capacity building for food security through sustainable potato value chain	969.511€	1-5-2014	30-4-2018	Q-Point B.V.	DLV Plant BV Legal; Egerton University; HAS Den Bosch;	University of Rwanda

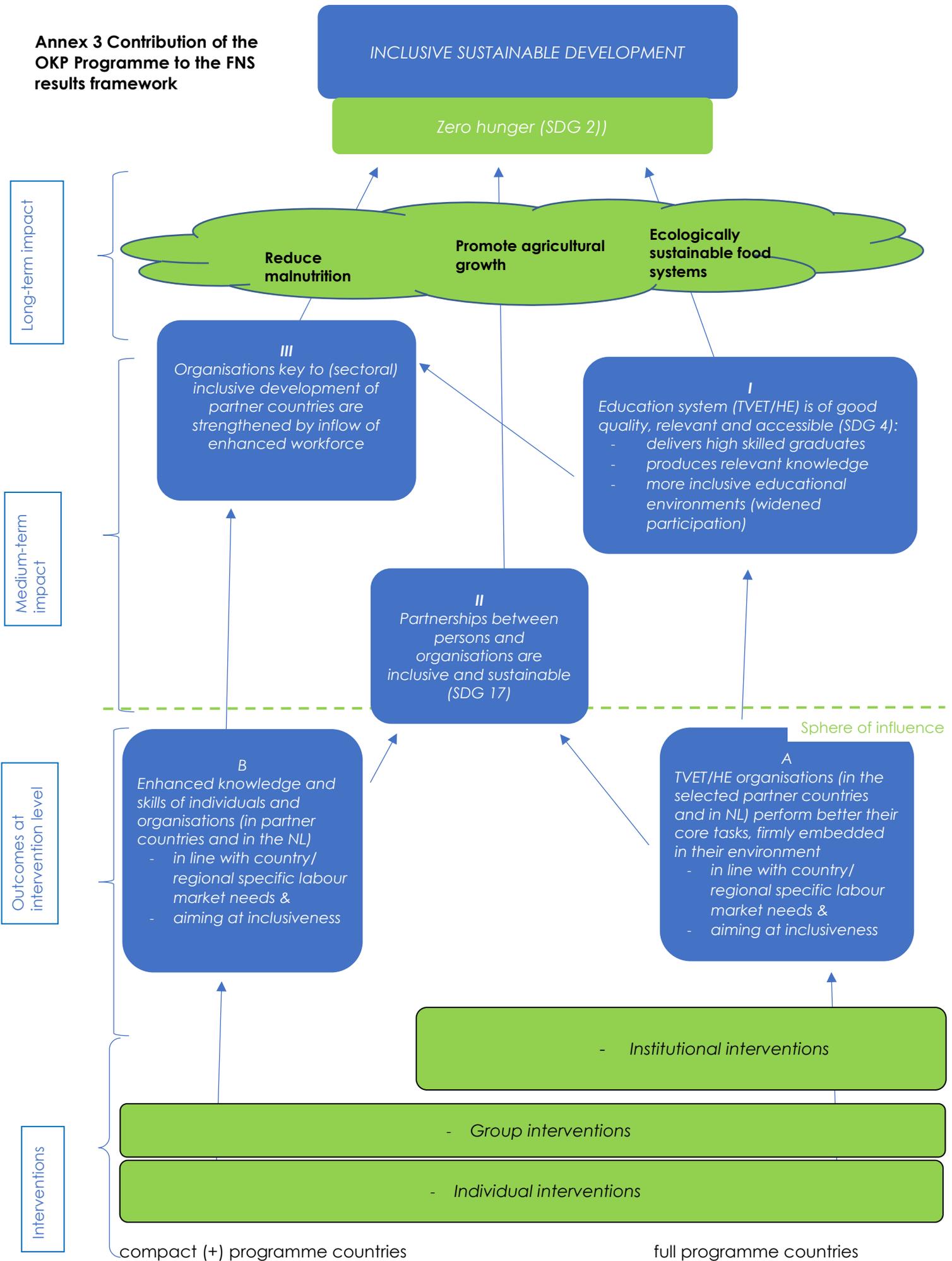
		development in Rwanda					University of Pretoria	
14.*	NICHE-RWA-249-268	Strengthening educational institutes in providing capacity building services for sustainable agricultural development in Rwanda	9.935.588€	1-8-2015	30-6-2021	Mott MacDonald	Delft University of Technology; DLV Plant BV Legal; Maastricht School of Management (MSM); Q-Point B.V.; SNV Nederlandse Ontwikkelingsorganisatie; Stellenbosch University; Van Hall Larenstein University of Applied Science	Capacity Development and Employment Services Board (CESB)

#### Enclosure 5: Overview of projects Great Lakes Region

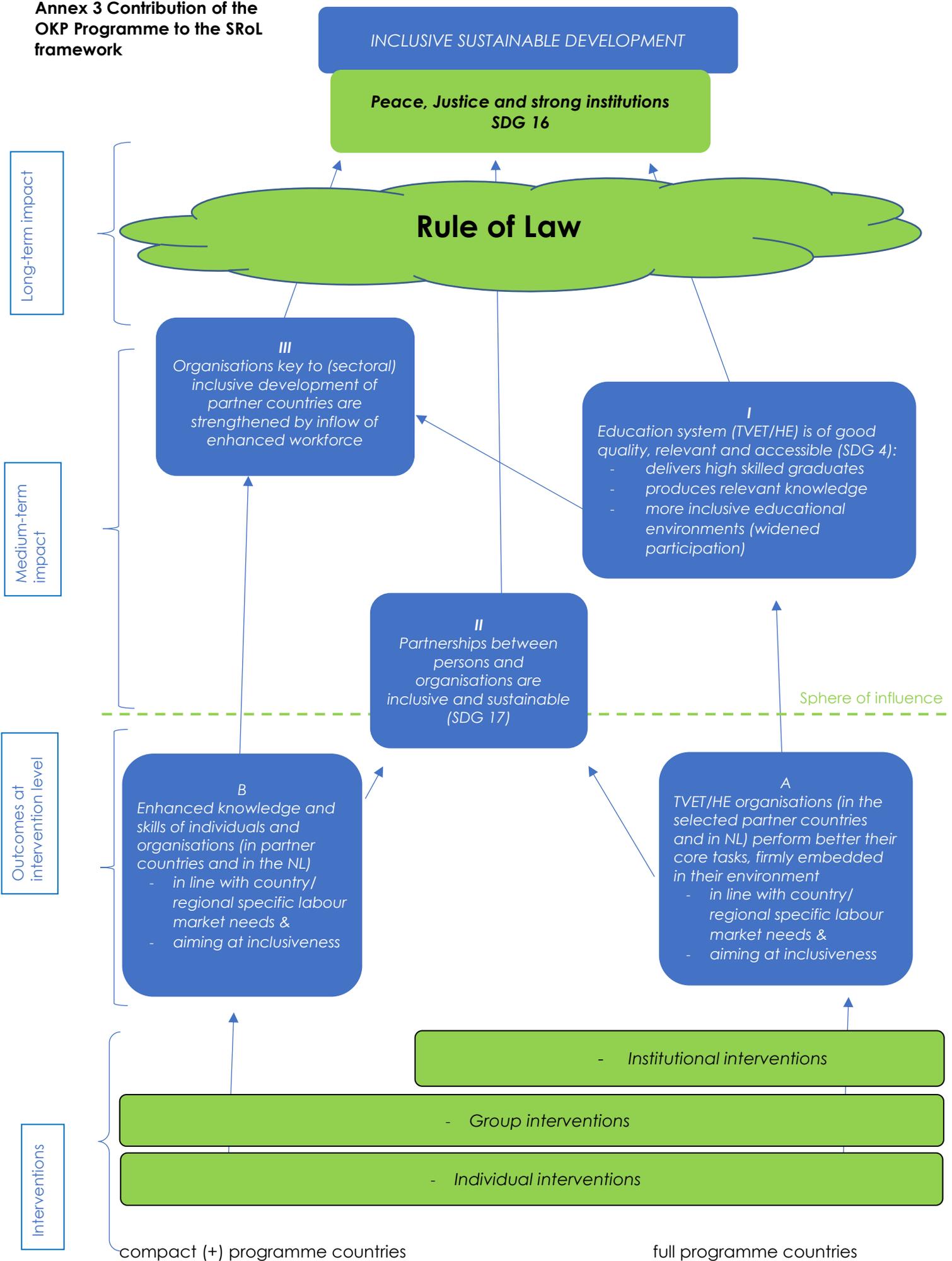
	Project number	Title	Project budget	Start date	End date	Dutch Provider consortium leader	Consortium parties Providing Organisation	Requesting organisation
1	NICHE-GLR-258	Institutional strengthening of RTF to deliver training programmes in the prevention and mitigation of SGBV	1.002.750€	Oct 2016	Sept 2020	Maastricht School of Management	Rutgers	Regional Training Facility (RTF) on Prevention and Suppression of Sexual & Gender Based Violence in the Great Lakes Region

2	NICHE-GLR-262	Strengthening the EALAN network in Land Governance programmes	998.910€	15-1-2016	14-1-2020	University of Twente - ITC	Land Development and Governance Institute; MDF Training & Consultancy	Eastern African Land Administration Network  Mireille BIRARO (MSc in Land Administration)  E: biraro.mireille@gmail.com / biramireille@yahoo.fr T: +250788494570 / +250727125236  Department of Land Administration and Management / INES - Ruhengeri www.ines.ac.rw
3	NICHE-GLR-264	Enhancing capacity in Natural Resource Management and conflict resolution for stability and inclusive growth in the Greater Virunga Landscape	1.283.074€	Start project Jan 2017	Dec 2020	Vrije Universiteit Amsterdam	University of Ghent, Search for Common Ground	Greater Virunga Transboundary Collaboration

**Annex 3 Contribution of the OKP Programme to the FNS results framework**



**Annex 3 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> 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.			
<b>Long-term impact at programme level (link with FNS ToC)</b>			
<b>Long term impact</b>	<b>Long term impact indicator</b>	<b>Medium-term impact indicator</b>	<b>Outcome indicator (project level)</b>
<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</b>	Number of hectares of	<ul style="list-style-type: none"> <li>- Number of hectares of farmland used more eco-friendly (indirectly**)</li> </ul>	<ul style="list-style-type: none"> <li>- Number of hectares of farmland used more eco-friendly (directly*)</li> </ul>

<b>sustainable food systems</b>	farmland converted to sustainable use	<ul style="list-style-type: none"> <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 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>
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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.

## For Security and Rule of Law

<p><b>Objective:</b>          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 organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE) in OKP partner countries.</p>			
<p><b>Long-term impact at programme level (link with SROL ToC)</b></p>			
Long term impact	Long term impact indicator	Medium-term indicator	Outcome indicator (at project level)
<p><b>1. 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>	<p># of citizens from all groups with increased awareness of rights and use of fair and effective formal and informal justice systems</p> <p># of legal frameworks that are revised</p> <p># of justice institutions that are better able to perform their tasks independently, fairly, effectively, accountably, and in better coordination</p> <p># of transitional justice mechanisms to more effectively address legacies of human rights violations and root</p>	<ul style="list-style-type: none"> <li>- No. 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>- No. 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>- No. of beneficiaries (f/m) who access transitional justice mechanisms</li> <li>- No. of beneficiaries (f/m) who have improved awareness of their rights</li> <li>- No. Of beneficiaries (f/m) from marginalized groups who have improved access to their rights and judicial service facilities.</li> </ul>	<ul style="list-style-type: none"> <li>- # beneficiaries with increased capacity to support policies that promote increase in access to justice</li> <li>- # 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>- # of justice innovations (e.g. scenario planning)</li> </ul>

	causes that give rise to conflict		
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\*\* Indirect: target group reached beyond the project period by graduates of the new or revised curricula/short course

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)	<ul style="list-style-type: none"> <li>→ <i>Education</i></li> <li>- <b>number of knowledge institutions that perform better</b></li> <li>- <b>number of graduates (self) employed (male/female)</b></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>- <b>employers' satisfaction over the graduates' skills and knowledge</b></li> <li>→ <i>Research</i></li> <li>- number of research results/contributions translated into policy advice at national, regional or local level</li> <li>→ <i>Society</i></li> <li>- <b>number of beneficiaries reached with knowledge, skills and techniques (indirectly**)</b></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>
<b>II. Partnerships between persons and organisations are inclusive and sustainable</b>	<ul style="list-style-type: none"> <li>- <b>number of MoUs or other types of formal collaboration agreements exist 1, 3, 5 years after end of project</b></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>- <b>number of academic staff of partner country still cooperates with academic staff of other education organisation(s)</b></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>
<b>III. Organisations key to (sectoral) inclusive development of partner</b>	<ul style="list-style-type: none"> <li>→ <i>Individual</i></li> <li>- <b>% of alumni who state that they have implemented in their workplace the knowledge and skills gained from the interventions</b></li> <li>- % of alumni promoted to more strategic positions within their own organisation or other organisation</li> </ul>

<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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\*\* 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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\*\* Indirect: target group reached beyond the project period by graduates of the new or revised curricula/courses.