Country reference framework Uganda

Background

In FYP1 the VLIR-UOS country strategies presented the strategic niche for future VLIR-UOS cooperation in a specific country, leading to strategy-based calls for proposals. These country strategies created a framework for project formulation, but could limit project identification to geographical and/or thematic foci and/or to a limited number of partner institutions. Country strategies also aimed at enabling synergy and complementarity between VLIR-UOS projects and projects from other (Belgian) stakeholders working in that country.

In FYP2, however, we shift towards an approach whereby a country reference framework provides information rather than strategic guidance. The country reference frameworks will be used mainly to support teams of academics when identifying and formulating project proposals, by providing a context analysis focused on Agenda 2030 on Sustainable Development and the higher education sector in a given country, and by providing an overview of Belgian development actors, their ongoing projects and partners in that country in view of exploration of opportunities for synergy and complementarity.

The country reference frameworks consist of three components:

(i)   overview of VLIR-UOS projects in the country;

(ii)   context analysis focused on the Agenda 2030 framework and the higher education sector;

(iii)   overview of Belgian development actors (ANGCs involved in thematic or geographic JSFs & Enabel), their local partners and their regional/thematic focus.

The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promotors in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent project formulation is included.

Prior to the launch of competitive calls, the ANGCs active in the country/region will be invited to list a number of research themes/questions that can be addressed by HE&SIs in the framework of VLIR-UOS funded projects or scholarships. Synergy and complementarity will be integrated as an element in the selection of project proposals, more in particular when discussing the (developmental) relevance and coherence of the proposals and the extent to which the multi-stakeholder partnership principle has been reflected in the project's implementation set-up. By this mode of operation, the thematic JSF on Higher Education and Science for Sustainable Development links up with the other geographic JSFs.

Evidently, the frameworks will be updated regularly in consultation with the HEI&SI stakeholders and with the respective geographical JSFs and, where appropriate, also with ARES, and especially prior to the launch of competitive calls by VLIR-UOS, to be compatible and responsive to evolving/emerging needs and priorities of academic and development actors active in the country/region/sector.

1 VLIR-UOS in Uganda

1.1 Overview projects & scholarships (2003 – 2021)
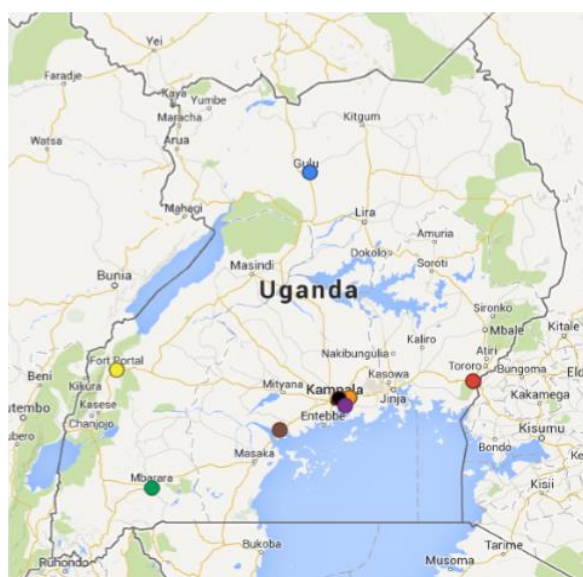
Legend

University	
Mountains of the Moon University	🟡
Mbarara University of Science and Technology	🟢
Busitema University	🔴
Uganda Christian University	🟠
Gulu University	🔵
Uganda Martyrs University	🟤
Kyambogo University	⚫
Makerere University	🟣

Projects 2003-2021		
Type	**Budget (€)**	**Number**
Total	*9.117.432*	*48*
IUC	2.650.000	2
TEAM	4.253.621	16
SI	1.594.538	23
Crosscutting	619.273	7

Projects in Five-Year Programme 2017-2021		
Type	**Budget (€)**	**Number**
Total	*3.507.838*	*17*
IUC	1.680.787	2
TEAM	1.124.676	5
SI	702.375	10

Scholarships 2003-2020		
Type	**Budget (€)**	**Number**
Total	*11.673.504*	*946*
Ph.D.		
Subtotal	*2.040.269*	*16*
ICP Ph.D.	745.872	7
VLADOC	1.294.397	9
Short term		
Subtotal	*1.435.428*	*685*
ITP	711.449	137
KOI	128.773	60
REI	464.154	462
Other scholarships	131.052	26
Study		
Subtotal	*8.197.807*	*245*
ICP	8.197.807	245

Uganda is an important partner country of VLIR-UOS. From 2003 to 2021 VLIR-UOS spent about € 19.7 million in cooperation with Uganda, including many scholarships and a long-term Institutional University Cooperation (IUC) Programme with **Mountains of the Moon University (MMU)**. The ongoing IUC programme with MMU is the cornerstone of the Uganda country programme, next to numerous SI and TEAM projects.

More detailed information can be found on our Uganda country page on the VLIR-UOS website.

1.2 Ongoing projects and future calls (2022-…)

List of projects 2022-…						
Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (FYP 2) (€)
IUC	2022-2026	Institutional University Cooperation with Mbarara University of Science and Technology (phase-in & phase 1)	G. Coene (Vrije Universiteit Brussel)	C. Tushabomwe-Kazooba	Mbarara University of Science and Technology	3.000.000
Subproject 1		*Improved conservation practices of the environment and natural resources*	*M. Huysmans (Vrije Universiteit Brussel)*	*M. Twinamatsiko*		
Subproject 2		*Mechanisms for climate change adaptation for sustainable food production*	*M. Kervyn (Vrije Universiteit Brussel)*	*G. Kagoro*		
Subproject 3		*Increased access and utilization of affordable energy technologies*	*M. Vanierschot (KU Leuven)*	*J. Obungoloch*		
Subproject 4		*Improved sexual and reproductive health and rights of women, children and adolescents*	*K. Roelens (Ghent University)*	*J. Ngonzi*		
Subproject 5		*Increased youth employability through skilling, innovation, experiential learning and technology transfer*	*L. Vanhaelemeesch (University College West Flanders)*	*M. Tumuhimbise*		
Subproject 6		*Improved institutional and community ICT capacity to access and utilise information*	*R. Gevaert (Ghent University)*	*F. Kaggwa*		
IUC	2019-2024	Institutional University Cooperation with Mountains of the Moon University (phase 2 & phase out)	X. Gellynck (Ghent University)	E. Kagambe	Mountains of the Moon University	365.000
Subproject 1		*Agricultural action research and community engagement for development*	*B. Van der Bruggen (KU Leuven)*	*R. Kabbiri*		
Subproject 2		*Transversal institutional strengthening*	*C. Zhu (Vrije Universiteit Brussel)*	*J. K. Mugenyi*		
TEAM	2019-2022	Digital citizen science for community-based resilient environmental management	M. Kervyn (Vrije Universiteit Brussel)	G.R. Kagoro	Mbarara University of Science and Tech-	83.895
TEAM	2019-2022	Making Refugee Integration Sustainable: In Search of Durable Relations with Host Populations In Uganda	B. Ingelaere (Antwerp University)	F. Ahimbisibwe	Mbarara University of Science and Tech-	45.842
TEAM	2019-2022	Improving Adolescent Sexual and Reproductive Health through a Participatory Parent-Child Communication Intervention in Uganda	K. Michielsen (Ghent University)	V.N. Nyakato	Mbarara University of Science and Technology	59.892

Table 1 Ongoing VLIR-UOS projects that will continue in FYP II

Competitive calls for new SI and TEAM projects will be launched and announced on our website. Nationals of Uganda are eligible[1] to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP).

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[1] Admission requirements, application procedures and selection procedures differ across the programmes and host institutions.

2 Uganda and the 2030 Agenda for Sustainable Development

2.1 Uganda and the Sustainable Development Goals

By joining the global dynamic of adoption and ownership of the 2030 agenda, Uganda is committed to integrating the Sustainable Development Goals (SDGs), as discussed in Uganda's Voluntary National Review 2020 (VNR 2020) and a **Third National Development Plan 2020/21 – 2024/25 (NDPIII)**.

According to the VNR 2020, since adopting the 2030 Agenda for Sustainable Development in 2015, Uganda has been steadfast in its efforts to realize the SDGs. The economy registered recovery and was projected to grow before the Covid outbreak.

As part of efforts to operationalize the national SDG Coordination Framework, a fully-fledged national SDG Secretariat has been established to support the SDG Coordination. While Government is enhancing statistical capacity to monitor and report progress, it is also accelerating the implementation of SDGs through localization and voluntary local reviews.

The COVID-19 pandemic has disrupted Uganda's progress in some sectors. The toll that the pandemic has had on jobs, hitherto promising sectors could significantly impact on efforts to reduce poverty, vulnerability, and inequality. However, it has awakened the discourse on how Uganda build its systems to generate the required resilience to withstand such shocks.

Taking into account the global aspect of the SDGs, the Sustainable Development Report of 2021[2] assesses where each country stands with regard to achieving the SDGs. Uganda ranks 140th out of 165 countries included in the report. The Uganda Country Profile shows that the majority of goals is facing significant challenges.

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[2]Sachs et al. (2021): The Decade of Action for the Sustainable Development Goals. Sustainable Development Report 2021. Cambridge: Cambridge University Press.

▼ AVERAGE PERFORMANCE BY SDG
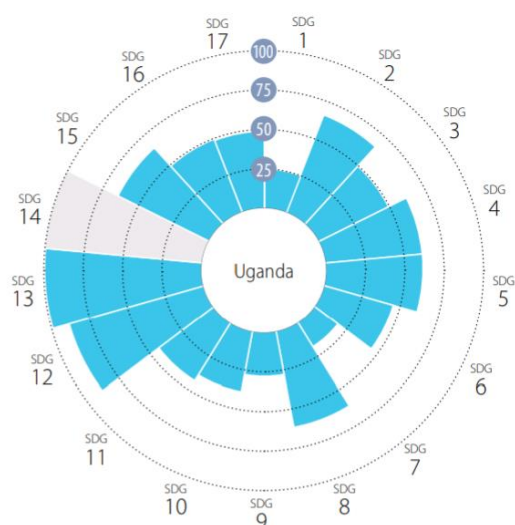
As an umbrella organization that works with calls for proposals, VLIR-UOS supports interventions for and through higher education institutes, supporting them in the areas of education, research and uptake and thereby strengthening them in their role as development actor. Doing so, the impact of the interventions supported by VLIR-UOS can be found in a large variety of sectors. In line with its major intervention area, VLIR-UOS positions itself within the education sector, especially focused on higher education, research and innovation (SDG 4 and 9). However, through its interventions, VLIR-UOS intervenes in different sectors as well. VLIR-UOS recognises that given the complexity, scale and interconnectedness of current societal challenges, meaningful social, economic and ecological transformations can only be realised by starting from a holistic and integrated approach to the SDGs. When translated into SDGs, the projects that were financed by VLIR-UOS in Uganda covered mainly, apart from SDG 4 and 9, SDGs 2, 3, 5 and 16. Top sectors for VLIR-UOS in this country for the past decade are health, sustainable agriculture and food security, biodiversity/environment and natural resources, governance and justice, education and technology transfer.

More background information and context analysis on Uganda can be found in the **geographic Joint Strategic Framework** for Uganda, which will be shared with (potential) project promotors when new calls are launched.

The **COVID-19** related health crisis and its consequences are interconnected with many domains of society. Data about the COVID-19 situation in Uganda can be found through this link.

Additional sources on progress related to higher education & science (SDG 4)

- UNESCO-UIS: overview data resources indicators related to SDG4
- Our World in data:
    - Indicators related to educational mobility and inequality
    - Indicators related to tertiary education
    - Indicators related to projections of future education (demand)
    - Indicators related to science and research
- Student mobility: UIS-data showing shifting demand for higher education caused by COVID-19
- COVID-19 and education: UNESCO data on (duration of) school closures

2.2 **Higher education landscape in Uganda**

Based on the strategic plan 2017/18-2019/20 of the [National Council for Higher Education (NCHE)](#), the NCHE envisions a Uganda with accessible, equitable, relevant and sustainable quality higher education for development and transformation of society. Through complying with quality Higher Education Institutions standards, the plan is geared towards four pillars namely: a) Regulation of Higher Education Institutions (HEIs); b) Documentation and Dissemination; c) Research and Innovation; and d) Organizational and Institutional Development. The NCHE Strategic Plan is implemented within the framework of regional and national trends in the economic, social and political environment that impacts on HEIs, SDGs included. The objectives of NCHE's Strategic Plan aim to: 1) Develop, implement and review minimum standards and regulations for higher education; 2) Enhance HEIs for better quality performance; 3) Strengthen institutional data management, documentation and dissemination; 4) Strengthen research and innovation; 5) Improve resource mobilization at NCHE; and 6) Strengthen the capacity of support functions to facilitate effective and efficient delivery of NCHE services.

Globalization and the necessity to fit into the knowledge society require investment in ICT. Chronic problems of staffing and inadequate research in universities require innovative means. More commitment from and partnerships with higher education providers, especially government, is required to support quality higher education delivery.

Based on the [Education and sports sector annual performance report 2019/2020](#), the HEI-sector continued to implement various strategies to avail more opportunities for all Ugandans to access university education. Emphasis was placed on improving service delivery and aligning the curriculum to meet the national development needs.

The policy objectives for HEIs in FY2019/20 outline the following: (i) Equitable access to quality university education; (ii) Provision of equitable access to special groups; (iii) Improved management and governance in university education institutions; (iv) Encouragement of Public Private Partnership in the delivery of university education. In order to realize these objectives, a number of interventions included: (i)Sponsoring, supporting and admitting students to university institutions; (ii) Implementation of the student Loan Scheme; (iii) Development, expansion and rehabilitation of infrastructure in all public universities; (iv) Implementation of the district quota system for admission of students to public universities (each district in the country is given a number of students for sponsorship each year); and (v) Provision of scholarships.

There is an increase in university enrolments but there is also an increased gender gap, despite gender taken into account in the Education Policy, providing a framework for the implementation and monitoring of gender responsive education; and taken into account in Uganda's Vision 2040 and the SDGs.

To enhance quality in the public universities, the main quality interventions undertaken include: (i) Support to research activities and technological innovations with development of databank and information management systems; (ii) Accreditation of university programs: new courses by NCHE and link to priority training areas; (iii) Monitoring/evaluation and support supervision for quality assurance and assessing relevance of education; (iv) Enhancement of outreach programmes in Public universities; (v) Provision of Instructional materials, tools and equipment; (vi) Institutionalizing programmes for staff

development; (vii) Enhancement of Quality Assurance Committee of Senate and Council; and (viii) Internship placement with link to industries and job market.

Since the above mentioned plans are limited to have been worked out till 2020, and new plans are still in the making, it is worthwhile to have a look at the **NDPIII** **2020/21 – 2025/26**, whereby the vision 2040 identifies **human capital development** as one of the fundamentals that need to be strengthened to accelerate the country's transformation and harnessing the demographic dividend. The NDPIII emphasizes the importance of an inclusive and equitable quality education, promotion of lifelong learning opportunities and skills revolution underpinned by science, technology and innovation (STI). STI together with ICT enable the acceleration of the entire economy and this supports the digital transformation and the move towards digital (smart) health, agriculture, manufacturing, smart cities among others. Technology is often imported and adopted through external trade while science and innovation are largely born and bred in-country through tertiary institutions of learning as well as technology incubation centers.

The rate of turning innovations into targetable outputs that have impact on economic development is still low. Therefore, investing in the development of a solid STI eco-system is critical. This can be done through: a) Incorporating science education in the curricula from primary and high school levels to the encouragement of research poles around existing universities; b) Establishing partnerships between university research institutions and industry as a key driver of improving the overall ecosystem making it attractive for human skills; c) Broadening the culture of science, technology and innovation; d) Making science and technology accessible to all levels of learning, including the public through the media to show how research can drive high technology innovation and wealth creation, and; e) Knowledge sharing both nationally and internationally is critical.

To achieve these results, the objectives are to: 1) Develop requisite STI infrastructure; 2) Build human resource capacity in STI; 3) Strengthen R&D capacities and applications; 4) Increase development, transfer and adoption of appropriate technologies and innovations; 5) Improve the legal and regulatory framework.

According to the Webometrics Ranking of World Universities , one Ugandan University, Makerere University, falls within the 2000 ranking worldwide, occupying the 1103rd place, the 1st ranked in Uganda. Makerere is followed in Uganda by other VLIR-UOS partner universities like Mbarara University of Science and Technology which takes the 2nd place, and Mountains of the Moon University which takes the 8th place nationally. Both universities are benefitting from an IUC (see 1.2. here above).

2.3 Leaving no one behind

With the adoption of the 2030 Agenda for Sustainable Development, the international community pledged to leave no one behind and to endeavour to reach the furthest behind first. The principle of leaving no one behind can be defined as a three-part imperative: to end absolute poverty in all its forms, to stop group-based discrimination that results in unequal outcomes for disadvantaged populations, and to take action to help the furthest behind.

Ugandan Government has put in place laws and policies to support inclusion of vulnerable persons. Thereby, the Leaving no one behind principle is based on 3 pillars: 1) empower through civic engagement and voice; 2) enact through integrated, equity-focused SDG policies, interventions and budgets; and; 3) examine, through use of disaggregated and people-driven data and information.

For the 1st pillar, civic engagement has continued and reawakened citizens' voices on the SDGs at national and sub-national levels. In the various regions of Uganda, four categories of marginalized people were identified and "listening and solutions sessions" between community members and decision makers and civil society partners were held in selected communities. Conveners of these sessions explain the SDGs in local terms so that they are understood at the local level. Community members then share their concerns and suggest what they want the decision makers to do and what they want to do themselves to achieve the SDGs in their local area.

Uganda has one of the youngest and most rapidly growing populations in the world. To ensure that no child is left behind, Uganda has put in place legal instruments enabling the implementation of the UN Convention on the Rights of the Child; national plans for child wellbeing and children with disabilities; mechanisms for the collection of data under the orphans and vulnerable children programme and the management information system of the Ministry of Gender, Labour and Social Development.

Regarding girls, lack of mentorship has been identified as one of the reasons why a high number of vulnerable girls do not finish primary school. Working with development partners and NGOs, the Government has put in place mentorship programmes that include the establishment of mentorship members' clubs to help address school dropout and to report cases of violence.

About 25% of adolescent girls have begun childbearing, with more births registered in rural areas. Through its free education programme from primary to the end of secondary school, the 'Go Back to School programme' and the 'Accelerated Learning Programme', the Government is working with development partners and civil societies to support children who have dropped out to return to school.

For the 2nd pillar, the Constitution of Uganda is the overarching legal framework that supports equity-focused initiatives and is in alignment with global and regional instruments and policies. Moreover, Uganda continues to support over 1.4 million refugees through a global programme Refugee model.

Regarding the 3rd pillar, in building its statistical base, Uganda invests in nationwide coverage and disaggregation of data according to gender, age and disability status, as well as in several indicators that facilitate easy identification of different categories, including the vulnerable.

However, vulnerabilities and regional disparities persist. Households in these districts depend on agriculture and this highlights the need for an industrialization strategy to add value to agricultural produce. Moreover, the mitigation of natural disasters due to climate change needs to be integrated.

The UNESCO data on Deprivation and Marginalization in Education (DME)[3] presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions.

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[3]

- Education poverty: the proportion of the population with less than 4 years of education
- Extreme education poverty: the proportion with less than 2 years
- Poorest 20% in the bottom 20% of the Ed. Dist.: what proportion of the poorest 20% are also in the bottom 20% of the education distribution
- Never been to school: what proportion of 7-16 year olds have never been to school

Key marginalization statistics

Education poverty by dimension
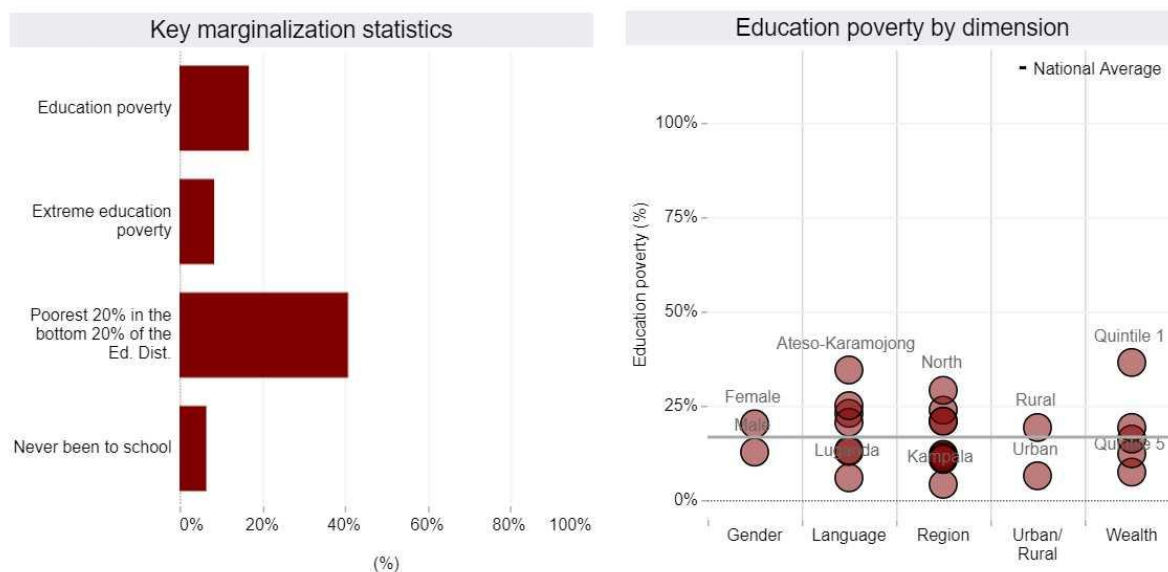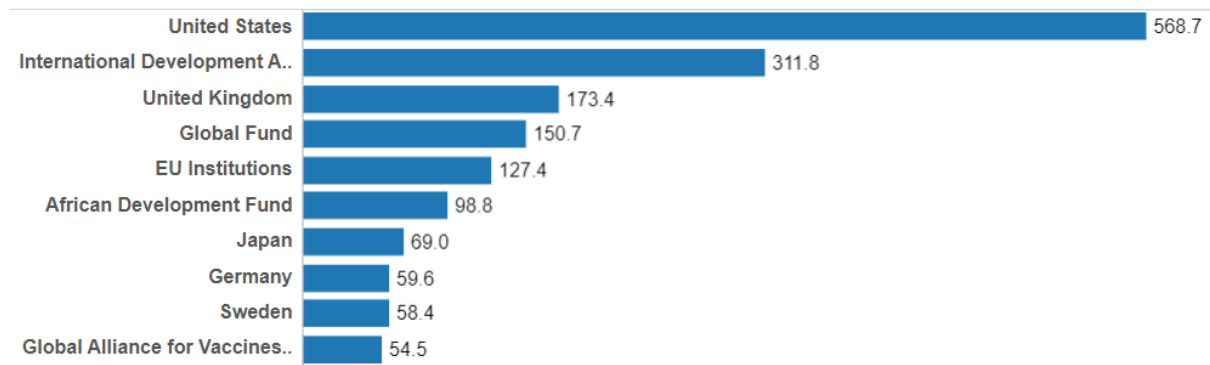
Additional sources on Leaving No One Behind

- *Gender parity index: school enrolment*
- *Global Gender Gap Report 2020, including country profiles*
- *ODI leaving no one behind index: summary report index 2019; annex index 2019*
- *World Inequality Database on Education: Disparities in higher education attendance*
- *Danish institute for human rights: Human rights data explorer*

2.4 Multistakeholderpartnership - Stakeholder analysis

The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at different stages and spanning the boundaries of civil society, private sector, government, and academia – is ubiquitous across the 2030 Agenda. An analysis of these stakeholders is essential for each partnership.

Taking a look at the **development partners** of Uganda, the United States are by far the main donor of gross official development aid (ODA) in Uganda.

Top Ten Donors of Gross ODA for Uganda, 2018-2019 average, USD million
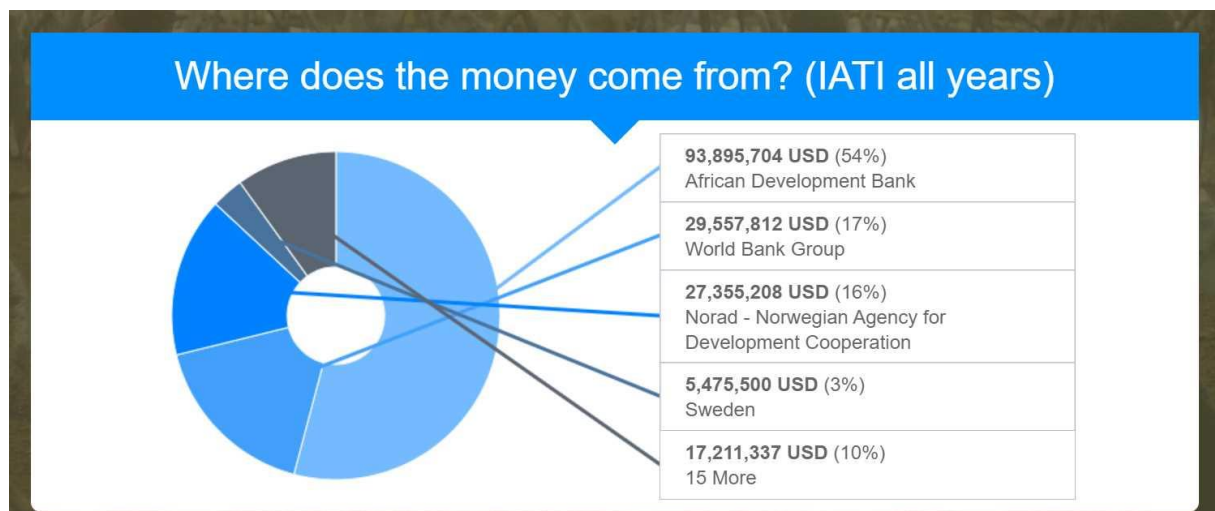
Donor	USD million
United States	568.7
International Development A..	311.8
United Kingdom	173.4
Global Fund	150.7
EU Institutions	127.4
African Development Fund	98.8
Japan	69.0
Germany	59.6
Sweden	58.4
Global Alliance for Vaccines..	54.5

The sectors receiving the biggest funding are production with 24% and health & population with 23%. Only 3% is going to education.

Bilateral ODA by Sector for Uganda, 2018-19 average

| 3% | 23% | 18% | 11% | 24% | 7% | | 12% | 1% |

Legend:
- Education
- Health and Popul...
- Other social infras...
- Economic infrastr...
- Production
- Multisector
- Programme assist...
- Humanitarian aid
- Other and unaloc...

Source: OECD - DAC : http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm
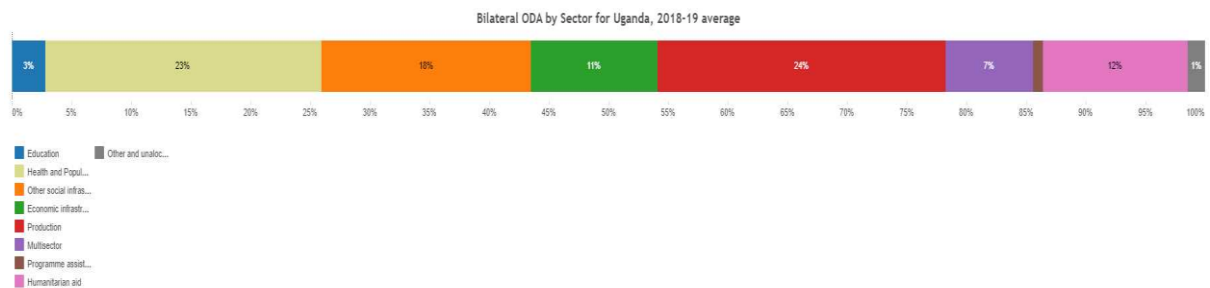
Source: https://public.tableau.com/profile/thielemans.v#!/vizhome/OECDDACAidataglancebyrecipient_new/Recipients

Based on data from the International Aid Transparency Initiative (IATI), the African Development Bank is the main donor in the higher education sector.

Where does the money come from? (IATI all years)

Amount	Share	Source
93,895,704 USD	54%	African Development Bank
29,557,812 USD	17%	World Bank Group
27,355,208 USD	16%	Norad - Norwegian Agency for Development Cooperation
5,475,500 USD	3%	Sweden
17,211,337 USD	10%	15 More

VLIR-UOS contributes to the 2030 agenda by realizing a societal impact, implying an impact on local communities, civil society, governments, private sector or other higher education institutions. In what follows we list the role and the desired change among the main actors involved in the change process that VLIR-UOS envisages to support through *its interventions.*

Actor	Role and interest/influence
Higher Education Institutions in Uganda	HEIs in Uganda are important boundary partners in the realization of VLIR-UOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening, the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.
DGD (incl. Belgian embassies in partner countries)	DGD has an advisory role in the VLIR-UOS selection commissions and follows-up on the VLIR-UOS portfolio and the thematic JSF on Higher Education and Science for Sustainable Development. The Belgian Embassy can play a role in facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. links with European Union, national government, other donors), the contextual updates etc.
Students, professionals, and alumni	**Students** can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIR-UOS-projects in Uganda will be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.
Academics/researchers	As direct beneficiaries of the projects, academics and researchers affiliated within Flemish and partner HE&SIs play an important role in co-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, policies and priorities of the partner HE&SIs, local/national or regional stakeholders.
Members of the thematic JSF on Higher Education and Science for Sustainable Development	VLIR-UOS, ITM and ARES have initiated the JSF on HESD4SD to further unlock the developmental potential of higher education and science cooperation for sustainable development and make it accessible to other local, Belgian and international partners as scientific advisor to other partners' projects, partners or policy bodies, as a platform for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. In Uganda, only VLIR-UOS is present.
Belgian Actors of the Non-governmental Cooperation	VLIR-UOS continuously tries to identify and encourage synergy and complementarity between Belgian ANGCs and academic stakeholders. Through the uptake of research results, mobilisation of local stakeholders, participation in trainings or courses, identification and communication of relevant research questions/opportunities, hosting of international

	internships, facilitating student mobility… these actors play a critical role.
Belgian bilateral cooperation (BIO & Enabel)	VLIR-UOS will regularly exchange with Enabel and BIO to identify and communicate opportunities for synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform).
International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission…)	Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations.
Academic/science (inter)national and regional networks	Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when former scholarship students act as agents of change within these networks.
Public sector: Local or central government and political community	The **NDPIII 2020/21 – 2025/26** underwent a wide consultative process and will be a vehicle for accelerating SDGs and Vision 2040. Using integrated SDG modeling approaches, the Government has fully mainstreamed the SDGs, identifying key accelerators based on their relative return on investment. However, there are several points that require urgent attention: 1)Uganda has built a coordination system that includes both the political and technical arms of government as well as partners and stakeholders in civil society and business. The Technical Working Groups provide a coordination system that requires additional sharpening to ensure stronger synergy between the various stakeholders. 2)Uganda is a deeply decentralized country with several political leaders at various levels; it is important that at all levels SDG focal persons are identified so that there is further synergy between national and local level processes. 3)Building leadership at all levels: Where there is decisive, citizen-based and inclusive leadership, the SDGs will thrive. It will have to be home-grown, out of community and citizen mobilization. 4)Promoting SDG-focused innovation by all citizens, esp. young people: find ways of experimenting with new methods of building partnerships to drive innovative and integrated approaches. 5) It is imperative that the discussion on financing the SDGs in Uganda becomes a priority and that local resources be employed innovatively.

	6) More timely and relevant data to achieve the SDGs are needed. Uganda needs to build a strong culture of data consumption and production, working with national and international partners.
Private sector	To ensure that the resource-led sustainable industrialization process is both sustainable and beneficial, government will work closely with the **private sector**. This includes developing both the private sector and human capital to build an educated, skillful, and productive labor force to drive the industrialization.
Civil society, social movements and local communities	Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of *projects* thereby making a potential contribution to the entire range of SDGs. Although efforts have been made, significant challenges in democracy, human rights and governance remain. According to reports of Amnesty International and Human Rights Watch, the authorities continued to restrict the rights to freedom of expression, peaceful assembly and association. References are made to unnecessary lethal force by security forces and different kinds of human rights violations. Refugees and asylum-seekers were left stranded and in need of humanitarian aid when borders were closed in March to contain the spread of COVID-19.

3 Synergy and Complementarity with other (Belgian) development actors in Uganda

3.1 VLIR-UOS approaches to synergy and complementarity

Drawing upon their longstanding common history, VLIR-UOS, ARES and the Institute of Tropical Medicine (ITM) jointly developed the thematic Joint Strategic Framework on Higher Education and Science for Sustainable Development (JSF HES4SD). Through cooperation with civil society, private and public sector, the JSF initiators[4] aim to further unlock the huge developmental potential of higher education and science cooperation for sustainable development and make it accessible to other Belgian, local and international partners, in different ways: as partner in a multi-actor partnership, as scientific advisor to other partners' projects, partners or policy bodies, as a knowledge broker for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. This reference framework for Uganda will feed into the **platform** that the initiators of the JSF HES4SD plan to create to proactively communicate opportunities and facilitate such cooperation. More precisely, the platform can be used to:

(i)   communicate about the launch and results of competitive calls for projects;

(ii)   communicate other opportunities for projects or scholarships;

(iii)   gather/exchange on collaboration opportunities (e.g. requests for scientific advice);

(iv)   share information about ongoing projects, events and seminars in the country/region.

3.2 Bilateral development cooperation (Enabel) in Uganda

Belgium is not within the top 10 ranking of the ODA overview for Uganda. Yet, Uganda and Belgium have been partners for 21 years, collaborating to improve the quality of education and healthcare to ensure all Ugandans lead healthy and productive lives. This cooperation continues through Enabel and the main sectors of intervention are education and health. The quality of education is still insufficient and the teaching profession is not highly valued. Together with the Ministry of Education and Sports, Enabel supports the (re)construction and (re)supplying of four National Teacher Colleges. Besides this, lecturers are trained on students-based teaching and learning methods. Moreover, the implementation of the 'Skilling Uganda Strategy' has been supported through better quality of instruction and learning in practical skills development with the aim to increase the employability of youth. Poor health service delivery remains a big challenge for the country. Together with the Ministry of Health, Enabel strengthens health services and primary health care on a local level in both public and private facilities through capacity building of staff and result based financing.

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[4] The three JSF initiators represent 60 Belgian higher education institutions (HEIs), being 11 universities, 32 university colleges, 16 school of arts, and ITM.

3.3 Belgian actors of the non-governmental cooperation in Uganda

3.3.1 Thematic Joint Strategic Framework on Higher Education and Science

Although Uganda is a scholarship country for both ITM and ARES, they don't have project activities in Uganda. However, ARES might consider projects in Uganda in the future.

3.3.2 Uganda Joint Strategic Framework

	Description of the strategic goal	ANGCs (active members)
SG1	**Education**: Ensure quality and relevant education for all	VVOB, BRC-FL, Trias, HI
SG2	**Health**: Enhance health and wellbeing of the most vulnerable by increasing access to comprehensive, inclusive and responsive health services, including community based first aid care and safe blood services	BRC-FL, VVOB, HI
SG3	**Human Rights, Governance & Justice:** Support Uganda's rights defenders, civil society and vulnerable population to promote, respect and protect human rights, enhance access to justice and contribute to peaceful conflict resolution	ASF, HI, BD, SOSFaim
SG4	**Sustainable agriculture and food systems**: Contribute to sustainable food systems, including a family farmer model, respectful of the environment and which supports women and youth participation contributing to a more inclusive society	BD, Rikolto, SOSFaim, VSF-B, Trias, IDP
SG5	**Entrepreneurship and youth employment**: Contribute to sustainable livelihoods, growth opportunities and resilient markets for less privileged entrepreneurial people in Uganda	Trias, VSF-B, BD, SOSFaim, Rikolto, VVOB
SG6	**Gender, age and inclusion**: Identify and address structural and systemic exclusion and discrimination, inequalities and vulnerabilities, to promote active and meaningful participation of all, including the most marginalised in the spirit of leaving no one behind	HI, SOSFaim, Trias, BRC-FL, BD, IDP
SG7	**Culture** : Strengthening the Cultural and Creative Industry in Uganda	Africalia, VVOB, Trias

ANGC	JSF - Strategic goals	Local partners	Geographic region	Contact person
Africalia	SG7: Culture	To be added based on programme 2022-2026 Africalia		Sarah Braeye Dorine Durashitse
Avocats Sans Frontières (ASF)	SG3: Human Rights, Governance and Justice	To be added based on programme 2022-2026 ASF		Romain Ravet Irene Anying
Belgian Red Cross Flanders (BRC-FL)	SG1: Education SG2: Health SG6: Gender, age and inclusion	To be added based on programme 2022-2026 BRC-FL		Peter Kibor Keitany Nathalie Bergs
Broederlijk Delen (BD)	SG3: Human Rights, Governance and Justice SG4: Sustainable agriculture and food systems SG5: Entrepreneurship and youth employment SG6: Gender, age and inclusion	To be added based on programme 2022-2026 BD		Guido Kleene Marleen Willemsen
Handicap International Federation (Humanity & Inclusion - HI)	SG1: Education SG2: Health SG3: Human Rights, Governance and Justice SG6: Gender, age and inclusion	To be added based on programme 2022-2026 HI		Youri Francx Ryan Duly
Iles de Paix (IDP)	SG4: Sustainable agriculture and food systems SG6: Gender, age and inclusion	To be added based on programme 2022-2026 IDP		Lieven Peeters Sebastien Mercado
Rikolto	SG4: Sustainable agriculture and food systems SG5: Entrepreneurship and youth employment	To be added based on programme 2022-2026 Rikolto		John Ereng David Leyssens
SOS Faim – SOS Hunger	SG3: Human Rights, Governance and Justice SG4: Sustainable agriculture and food systems SG5: Entrepreneurship and youth employment SG6: Gender, age and inclusion	To be added based on programme 2022-2026 SOS Faim		Yannick Frippiat Laurent Biot
TRIAS	SG1: Education SG4: Sustainable agriculture and food systems SG5: Entrepreneurship and youth employment SG6: Gender, age and inclusion SG7: Culture	To be added based on programme 2022-2026 TRIAS		Januario Ntungwa Lydia Muchodo
Vétérinaires sans Frontières Belgium (VSF-B)	SG4: Sustainable agriculture and food systems SG5: Entrepreneurship and youth employment	To be added based on programme 2022-2026 VSF-B		Emaruk Emmanuel Jan Hendrickx
VVOB	SG1: Education SG2: Health	To be added based on programme 2022-2026 VVOB		Toon De Bruyn Maud Seghers

	SG5: Entrepreneurship and youth employment SG7: Culture		

3.3.3 Other Thematic Joint Strategic Frameworks

ANGC	JSF	Approaches	Local partners	Contact person
Brulocalis, COTA, Echos Communication, Oxfam MdM, Rikolto, UVCW and VVSG	Sustainable cities	1-Elaborate and implement instruments, tools and strategies towards sustainable and inclusive city region food systems in Uganda; 2- Strengthen the capacities of local (non-governmental) actors, to take up their role in the transition to sustainable & inclusive city region food systems; 3- Professionalise business development service providers to ensure that producers and entrepreneurs have equitable access to the services and resources; 4- Facilitate the development of inclusive and circular business models between sustainable producers and urban buyers; 5- Incubate innovative sustainable businesses & strengthening access to services; 6- Document approaches and results and mobilise them to encourage local and national actors to invest in the replication of the approaches	For Rikolto: Public institutions like Mbale city council, Kampala Capital City Authority - Private sector partners like Bringo Fresh - Farmer groups in peri-urban areas like Kangulumira Farmer group. For VVSG: to be confirmed: ULGA & UAAU. For the rest: to be identified.	David Leyssens
Join for Water, Bos+, CEBioS	Resilience	1. Improved rights, policies and governance of ecosystems and natural resources 2. Improved awareness, knowledge, skills about sustainable ecosystems 3. Strengthened sustainable access to, management and use of ecosystem services 4. Ecosystems are conserved or restored for optimal functioning	JESE, NRDI, HEWASA + UWASNET, KFF, HODFA, Ministry of Environment	Johan Slimbrouck

Thematic JSF Decent Work does not have activities in Uganda.