

Country reference framework

Uganda

February 2024

Inhoud

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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.

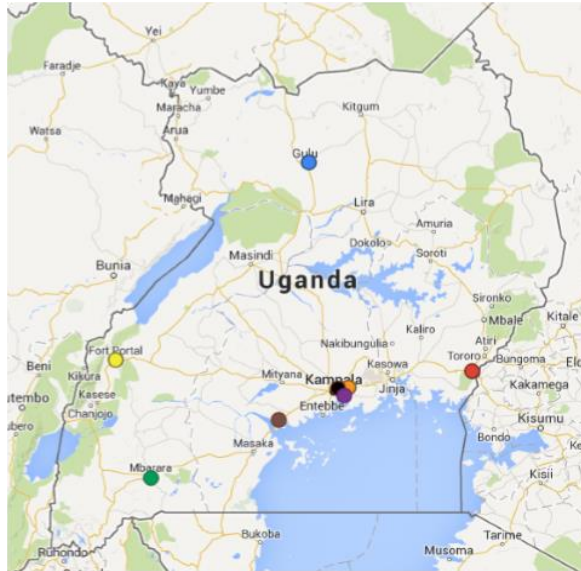
The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promoters in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent 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 – 2023)



Legend

- 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 2003-2023		
Type	Budget (€)	Number
Total	11,551,279	56
IUC	4,398,667	2
TEAM	4,595,806	17
SI	1,937,534	30
Crosscutting	619,273	7

Scholarships 2003-2023		
Type	Budget (€)	Number
Total	12,130,447	987
Ph.D.		
Subtotal	2,040,269	16
ICP PhD	745,872	7
VLADOC	1,294,397	9
Short term		
Subtotal	1,439,533	693
ITP	723,553	145
KOI	128,773	60
REI	456,154	462
Other scholarships	131,052	26
Study		
Subtotal	8,650,645	278
ICP	8,650,645	278

Uganda is an important partner country of VLIR-UOS. Between 2003 and 2023 VLIR-UOS, the cooperation between VLIR-UOS and Uganda represented more than € 23,5 million, including many scholarships and a long-term Institutional University Cooperation (IUC) with Mountains of the Moon University (MMU) that has come to an end. The recent IUC started in the **Mbarara University for Science and Technology (MUST)** forms now the heart 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	2022-2027	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
	<i>Subproject 1</i>	<i>Improved conservation practices of the environment and natural resources</i>	<i>S. Smis (Vrije Universiteit Brussel)</i>	<i>M. Twinamatsiko</i>		
	<i>Subproject 2</i>	<i>Mechanisms for climate change adaptation for sustainable food production</i>	<i>M. Kervyn (Vrije Universiteit Brussel)</i>	<i>G. Kagoro</i>		
	<i>Subproject 3</i>	<i>Increased access and utilization of affordable energy technologies</i>	<i>M. Vanierschot (KU Leuven)</i>	<i>J. Obungoloch</i>		
	<i>Subproject 4</i>	<i>Improved sexual and reproductive health and rights of women, children and adolescents</i>	<i>K. Roelens (Ghent University)</i>	<i>J. Ngonzi</i>		
	<i>Subproject 5</i>	<i>Increased youth employability through skilling, innovation, experiential learning and technology transfer</i>	<i>L. Vanhaelemeesch (University College West Flanders)</i>	<i>M. Tumuhimbise</i>		
	<i>Subproject 6</i>	<i>Improved institutional and community ICT capacity to access and utilise information</i>	<i>R. Gevaert (Ghent University)</i>	<i>F. Kaggwa</i>		
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
	<i>Subproject 1</i>	<i>Agricultural action research and community engagement for development</i>	<i>B. Van der Bruggen (KU Leuven)</i>	<i>R. Kabbiri</i>		
	<i>Subproject 2</i>	<i>Transversal institutional strengthening</i>	<i>C. Zhu (Vrije Universiteit Brussel)</i>	<i>J. K. Mugenyi</i>		
TEAM	2019-2023	Digital citizen science for community-based resilient environmental management	M. Kervyn (Vrije Universiteit Brussel)	G.R. Kagoro	Mbarara University of Science and Technology	83.895

List of projects 2022-...						
Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (FYP 2) (€)
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 Technology	45.842
TEAM	2019-2022	Improving Adolescent Sexual and Reproductive Health through a Participatory Parent-Child Communication Intervention in Uganda	K. Michiels (Ghent University)	V.N. Nyakato	Mbarara University of Science and Technology	59.892
TEAM	2022-2027	Up-scaling mass-rearing of edible grasshopper and edible cricket species (<i>Acheta domesticus</i> and <i>Scapsipedus icipe</i>) for improved food security, nutrition and sustainable agriculture in northern Uganda (MASEDIN)	Sabine Van Miert (TMk)	Geoffrey Maxwell Malinga	Gulu University	299.999,70
SI	2022-2024	KamuKamu ("One by one makes a bundle."): Empowering schools and students to reduce the mental health burden in Uganda	Davy Vancampfort (KUL)	James Mugisha	Kyambogo University	69.931,40
SI	2022-2024	Prevention of mother-to-child transmission of hepatitis B virus by launching an antenatal screening facility and viral load testing in North-Eastern Uganda	Thomas Vanwolleghem (UA)	Mark Okwir	Lira University College	69.817,00
SI	2022-2024	Feasibility assessment of selected point of use water treatment systems applicable for rural households of the Rwenzori region, Uganda (FAST)	Bart Defloor (UG)	Violet Kisakye	Mountains of the Moon University	69.909,40
SI	2022-2024	Strengthening training and research capacity in Epidemiology and biostatistics to enhance Public Health research at Mountains of the Moon University (MMU)	Pascal Coorevits (UG)	John Rubaihayo	Mountains of the Moon University	70.000,00
SI	2023-2025	Conserving the past, nourishing the future: unlocking the agronomical potential of traditional food systems in Northern Uganda with two famine crops	Eduardo de la Peña (UG)	Jackie Epila	Lira University College	69.990,44
SI	2023-2025	Enhancing the Reproductive Autonomy of Girls in Uganda (ERAGU)	Sofie Vindevogel (HoGent)	Emmanuel Kimera	Mountains of the Moon University	69.938,00
SI	2023-2025	Harnessing circular and carbon-sequestering local feed resources to close the nutrition gap of cross-bred dairy cattle in Uganda supported by metabolic biomarkers in blood spot samples	Veerle Fievez (UG)	Fred Kabi	Makerere University	69.999,82

Abbreviations (type): IUC=Institutional University Cooperation; SI=Short Initiatives; TEAM=TEAM Projects

Abbreviations (Flemish institutions): KUL= Katholieke Universiteit Leuven; UG=Ghent University; UA=University of Antwerp; VUB=Vrije Universiteit Brussel.

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 eligible¹ to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP).

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 2021² 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 (<https://dashboards.sdqindex.org/profiles/uganda>) shows that the majority of goals is facing significant challenges.

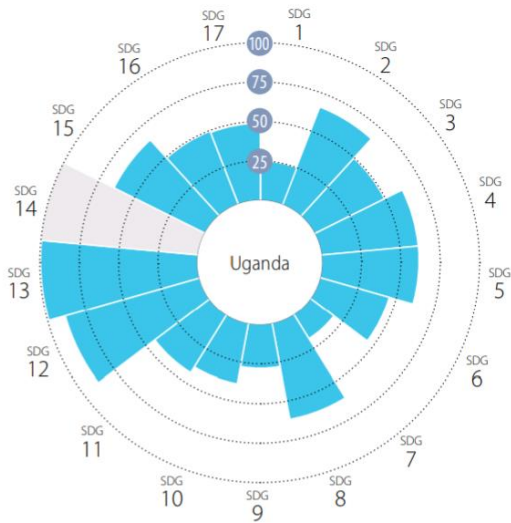
SDG Dashboards and Trends

Click on a goal to view more information.



²Sachs 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 promoters when new calls are launched.

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](#)

2.2 Higher education landscape in Uganda

Following the substantial government investments in universal primary and secondary education since the 1990s and the growing population, the demand for higher education has greatly increased. Currently, there are 282 registered higher education institutions (public and private). Out of these, 12 are public universities in operation up from 8 in 2018. This follows the Government decision to take over some of the previously private universities namely Mountains of the Moon University in the Rwenzori region and Kabale University in Kigezi region among others. Two additional public universities (Busoga University in the Busoga region and Bunyoro University in Bunyoro region) are under preparation to start operations in the near future. Like many other sectors, the higher education sector suffered effects of COVID-19 pandemic registering a decline in most of the statistical higher education indicators including enrolment³. Most of the universities, especially the private universities, are located in the central region creating concerns on equity of access to higher education. It is for this reason that Government is expanding the public universities to other regions in order to create a balance in access to higher education.

The Education Local Expertise Centre Uganda (ELECU) developed a strategic plan. The strategy was built around the vision of "a prosperous Uganda where children have access to quality basic education." ELECU proposed direct implementation in the 2020-2024 strategic plan with the following goals in mind: increasing access to quality basic education; improving teacher effectiveness in pedagogy, child protection, and use of information and communication technology; increasing access to quality skills provision for youth in technical and vocational institutions; and effective community involvement in the promotion of quality basic education. Building ELECU's institutional capacity to make it a leading centre of education research and expertise within the context of the Sustainable Development Goals (SDGs) and Uganda's Vision 2040, ELECU will emphasize its educational strengths and strong links with actors at the international, national, and decentralized levels.

A new curriculum has been implemented at the ordinary level, with the goal of shifting from theory-based assessment to including vocational skills, and is being followed by all students enrolled in the ordinary level. Among other things, the new curriculum is intended to reduce content overload, promote learner-centred pedagogy, a competency-based approach, and criterion-referenced assessment. According to education ministry officials, the move was made to address the skills gap as the fourth industrial revolution approaches. The new curriculum has been implemented in all schools with the goal of producing school graduates with employable skills that are competitive in the job market. The move is also consistent with Uganda Vision 2040, which emphasises the importance of providing students with opportunities to excel in the skill areas in which they are placed.

Many challenges remain in the sector, such as inequitable access to and completion of schooling, with girls and children from the poorest families at the highest risk of dropping out. Another major impediment to education in Uganda's rural areas is a lack of teachers. In reality, it is extremely difficult to attract competent educators in rural areas, and most teachers prefer to teach in urban areas. Another significant issue that children pursuing an education in primarily rural areas face is physical distance. Schools are located kilometres away from their homestay, requiring children to travel for long periods of time to get to school. School closures and loss of household income, particularly in rural areas, limit school-aged children's access to education. Many students dropped out of school permanently as a result of

³ National Council for Higher Education (2022). The State of Higher Education and Training in Uganda 2019/20. Available at: <https://unche.or.ug/wp-content/uploads/2023/02/State-for-Higher-Education-Report-2019-2022.pdf>

their parents' loss of income during COVID-19. While schools were closed, young people needed to find alternative sources of income.

According to the [Webometrics \(https://www.webometrics.info/en/Africa/Uganda \)](https://www.webometrics.info/en/Africa/Uganda), one Ugandan University, Makerere University, falls within the 2000 ranking worldwide, occupying the 1103rd^h 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 3rd place, and Mountains of the Moon University which takes the 11th place nationally.

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 endeavor 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.

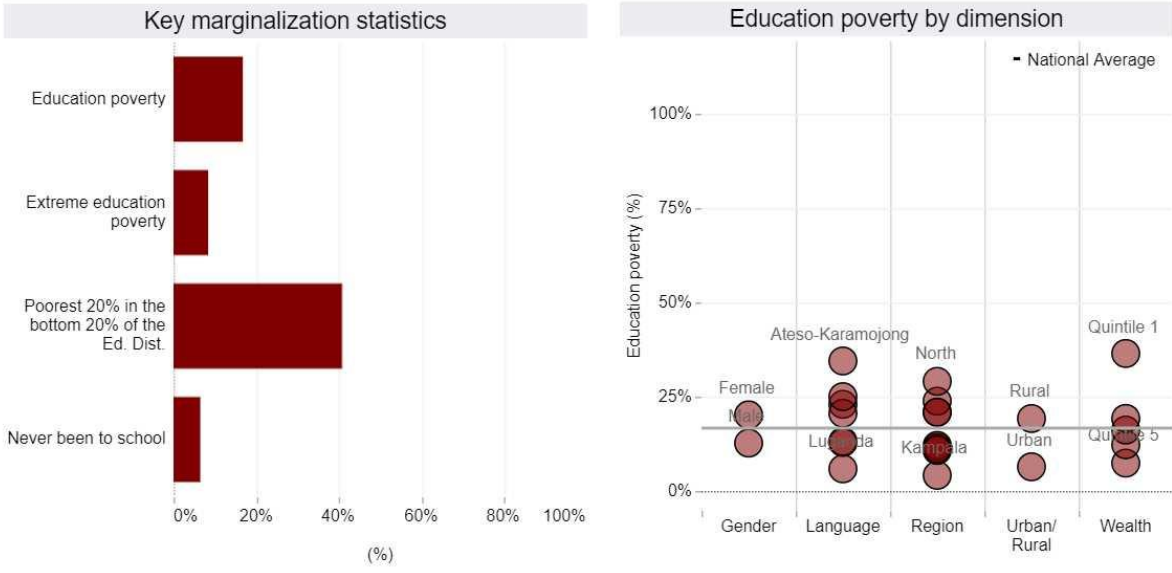
About 25% of adolescent girls have begun childbearing, with more births registered in rural areas. Through its free education programme from primary to the end of secondary school, the 'Go Back to School programme' and the 'Accelerated Learning Programme', the Government is working with development partners 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 \(DME\)](#)⁴ presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions.



- 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](#)

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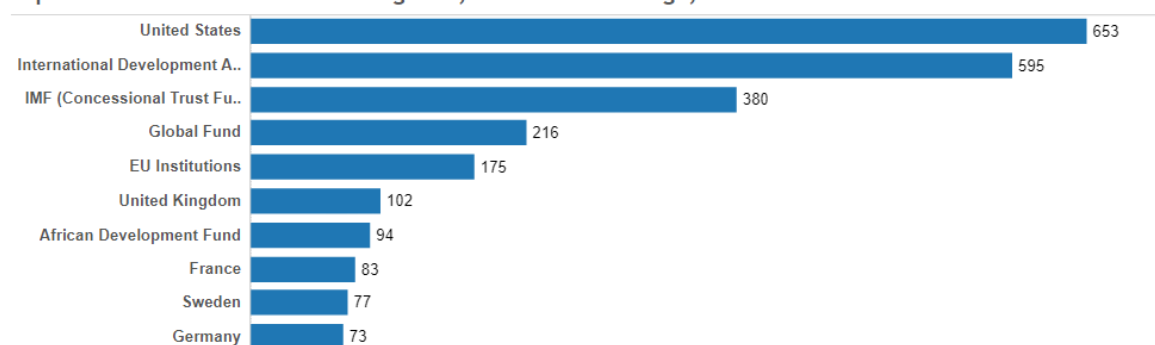
- Education poverty: the proportion of the population with less than 4 years of education
- Extreme education poverty: the proportion with less than 2 years
- Poorest 20% in the bottom 20% of the Ed. Dist.: what proportion of the poorest 20% are also in the bottom 20% of the education distribution
-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

2.4 Multistakeholderpartnership - Stakeholder analysis

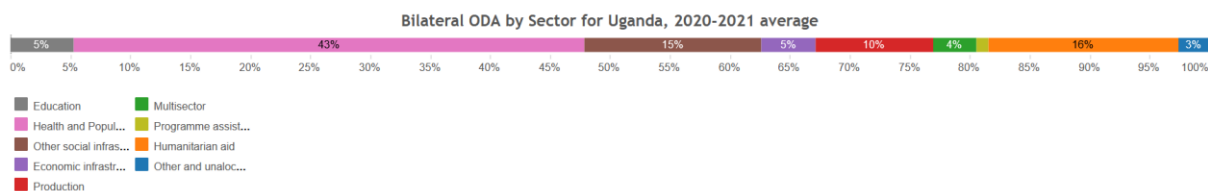
The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at 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 the [main donor of gross official development aid \(ODA\)](#) in Uganda.

Top Ten Donors of Gross ODA for Uganda, 2020-2021 average, USD million



The sector receiving by far the biggest funding is health & population with 43%.

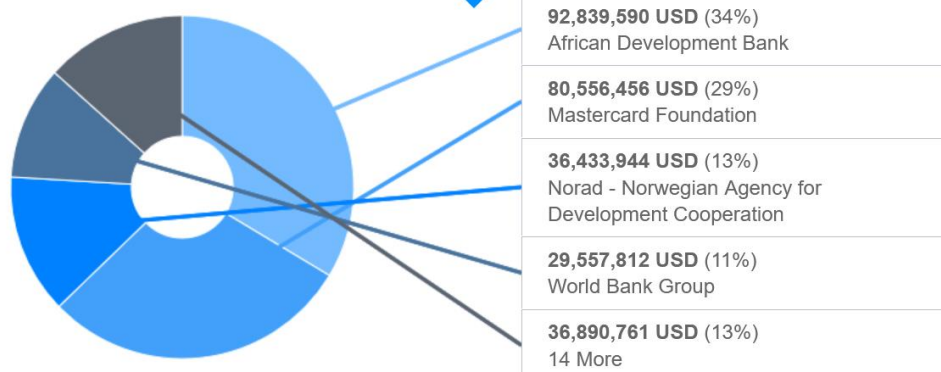


Source: OECD - DAC : <http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm>

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)



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:

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5) It is imperative that the discussion on financing the SDGs in Uganda becomes a priority and that local resources be employed innovatively.</p> <p>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.</p>
Private sector	<p>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.</p>
Civil society, social movements and local communities	<p>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 <i>projects</i> thereby making a potential contribution to the entire range of SDGs.</p> <p>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.</p>

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 initiators⁵ 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.

⁵ 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

Both ITM and ARES don't have project activities in Uganda.

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 Leysens
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 Fripiat 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	To be added based on programme 2022-2026 VVOB		Toon De Bruyn

	SG2: Health SG5: Entrepreneurship and youth employment SG7: Culture		Maud Seghers
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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 Leysens
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, NRD, HEWASA + UWASNET, KFF, HODFA, Ministry of Environment	Johan Slimbrouck

Thematic JSF Decent Work does not have activities in Uganda.