

## Internships in VVOB programmes 2023 - 2024

### Mapping of agricultural value chain opportunities at a secondary school in Uganda

#### Summary of the internship

In Uganda, agriculture contributes to 24% of GDP, while 65% of the working population is engaged in agriculture (and related sectors such as forestry and fishing). The importance of agriculture in Ugandan society is also reflected by the intentions of the education system. In lower secondary education (O-level), entrepreneurship is a mandatory subject and agriculture is an optional subject. In technical and vocational secondary education, the option agriculture is offered in Uganda Community Polytechnic Certificate-schools and later in National Certificate-level schools. Nevertheless, many schools struggle to offer agriculture and entrepreneurship in a practical and engaging way to learners.

At school level, funds and other resources to teach entrepreneurship and agriculture practically are often limited. Furthermore, schools generally are unaware of the business environment they operate in and the entrepreneurial opportunities that exist along the agriculture value chains. Although some schools engage in close relations with nearby farms and agricultural companies, this is an exception rather than a rule. Finally, agriculture is often approached from a purely technical angle, with an emphasis on production – yet there are many profit-making opportunities along the value chain. As a result, agricultural activities carried out at school-level often lack a clear vision and market orientation.

The internship focuses on mapping out the entrepreneurial environments that one O-level and one community polytechnic school in Gulu are operating in, including the mapping of agricultural companies surrounding the wider school areas and the identification of major value chains with special attention for those offering the best opportunities for learning purposes in collaboration with the school and agripreneur.

Depending on the specialisation of the intern this mapping exercise can result in a business model canvas for an enterprise that students or the school can run to learn relevant agriculture and entrepreneurship skills. Alternatively, it can result in a short module or training on agripreneurship for teachers to develop students' skills in key innovations to succeed in the local environment; or a study and career guidance tool that informs students about the career options along the agriculture value chain.

#### 1. Location

<b>Country</b>	<b>Uganda</b>
<b>Town</b>	<b>Gulu</b>
<b>Partner / Institute</b>	<b>VVOB</b>
<b>Department</b>	<b>VVOB programme team</b>

#### 2. Period

February/March – April/May 2024

#### 3. Terms of Reference

<b>Objectives of the internship</b>	The objective of this internship is to support 2 Ugandan secondary schools in connecting more meaningfully with the
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	agri-world of work to promote practical teaching and learning of agriculture and entrepreneurship.			
<b>Expected Results</b>	<ul style="list-style-type: none"> <li>- The entrepreneurial environment of the schools is mapped out and promising value chains identified.</li> <li>- Depending on the student's interest and/or the schools' preference (one for each schools):               <ul style="list-style-type: none"> <li>o A business model canvas developed for an enterprise of the school</li> <li>o An entrepreneurship training module developed and teachers trained</li> <li>o A study and career guidance tool designed and teachers trained in their use</li> </ul> </li> </ul>			
<b>Planned activities and time frame</b>	<b>Activity</b>	<b>M1</b>	<b>M2</b>	<b>M3</b>
	Getting acquainted with school dynamics and how agriculture and entrepreneurship topics are offered to learners	X		
	Field visits to surrounding farms and enterprises and interviews	X	X	
	Mapping out and describing the micro-environment the schools are operating in		X	
	Development of a business model canvas for a school enterprise / entrepreneurship training model / study and career guidance tool		X	X
	Documentation of BMC / training of teachers in entrepreneurship / training of teachers in the use of the career guidance tool			X
<b>Equity component of internship</b>	In case a school enterprise is opted for, the student ensures that all learners can equally participate. In case the entrepreneurship training module is opted for or the study and career guidance tool, special attention will be given to equal gender opportunities.			

## 4. Support

<b>Working environment</b>	Schools (to be identified) in or nearby Gulu
<b>Position in the program/institution</b>	Assistant education advisor
<b>Name Supervisor</b>	Bram Thibaut, strategic education advisor

## 5. Minimum requirements

<b>Expertise</b>	Close to completion of bachelor's in business management or agriculture. Familiar with value chain analysis and business idea development.
<b>Profile</b>	The candidate has an interest in practical agriculture education in a development context. The candidate is culture-sensitive and willing to explore local work culture. Fluency in English, both orally and written.
<b>Required / Preferred preparation</b>	No.
<b>Duo-attachment possible?</b>	No.

<b>Preferential or reserved attachment in the context of a Structural Partnership?</b>	Yes.
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## 6. Working conditions

<b>Workload</b>	Normal.
<b>Leave days / days off</b>	Weekend, public holidays and an additional 2 days per month
<b>Required language skills</b>	English
<b>Transport</b>	Motorbike taxis (“boda boda”) → highly recommended to bring motorbike helmet
<b>Possibilities accommodation</b>	In consultation with VVOB supervisor
<b>Estimated general costs</b>	€250 p/m rent, food and drinks about €10 per day.

## 7. Comments

Gulu is a town in the north of Uganda offering a variety of services (accommodation, banks, healthcare, hotels, restaurants, etc.) with a strong representation of international organisations and NGO’s. Another internship is offered in Lira, focusing on gender barriers encountered during internship of agriculture BTVET learners in a NC-school. Although the content of both internships is unrelated, both students would be based in Gulu and could support one another with practical matters such as sharing accommodation. It is possible (but not guaranteed) that they will be working with the same school(s).