



Buitenlandse Zaken

NFP-NPT Newsletter

The Netherlands Fellowship Programmes (NFP)
The Netherlands Programme for the Institutional Strengthening
of Post-secondary Education and Training Capacity (NPT)

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May 2007

Editorial

The recent reorganization at Nuffic is still reverberating through the organization. The result is a revitalized Nuffic, complete with new logo. The NPT and NFP programme is now managed by the Capacity Building and Scholarships Directorate.

Quite a number of staff members now have different positions within the organization. These changes have also affected the newsletter's editorial committee. Ilse van Cooten has taken over the daunting task of editor-in-chief from Birgitte Vos, who will however stay on as a member of the editorial committee. The initiator of the newsletter, Ad Boeren, will pass over his editorial tasks to Tjay Koen Yap.

We would like to thank Ad for all his valuable contributions to the newsletter and we are sure that he will continue to contribute from his new position in Nuffic's Knowledge and Innovation Directorate.

Life, however, goes on and we are now presenting you the latest news on NPT and NFP.

You will find an article on an interesting and well-attended workshop held by Nuffic late last year on technical assistance within NPT projects. Also a number of NPT projects report on their accomplishments.

We would like to encourage all of you to let the world know and share your experiences. In my own work as programme administrator I see so many examples of good practices and accomplishments which could and I believe should be shared with our brothers and sisters in arms. Please feel free to approach us with your contributions.

Tjay Koen Yap

There's one word making a difference: 'education'

However, education is something that's easier said than done. Through its involvement in education, the Ministry of Foreign Affairs and Development Cooperation is making a contribution to achieving the Millennium Development Goals (MDGs). One essential element of this is the support to the higher education sector through NPT and NFP. As Head of the Ministry's Education and Development division, my key task is to ensure that education makes a difference in developing countries. This demands a flexible and open approach, sensitivity to demands from the South, and an exploration of opportunities for maximizing outputs. I have to keep asking questions like 'are we doing the right things?', and 'are we doing things right?'

In many developing countries, an increased interest and willingness to professionalize higher education can be seen. It is a 'growth agenda' with ample opportunity for reform and change. As we are concerned with a worldwide agenda, I try to witness some of these events with my own eyes. Not only to improve my understanding of the role higher education plays in the South, but also to gain a sense of the intricacies that are interwoven with the local context in particular country settings.

In November 2006, I visited Ghana as a member of a delegation of the Association of Universities of Applied Sciences. In addition to ongoing NPT project activities, the mission paid attention to the institutional level. In my view, NPT projects at individual universities would become more effective if placed in a broader institutional context. And Ghana proved to be an excellent example. Here, NPT interventions are aimed at all polytechnics, thereby reinforcing the sector as a whole. A major outcome of the mission was that the Ghanaian Conference of Polytechnic Principals will start to work together with the Dutch Association of Universities of Applied Sciences in devising a strategy that targets the system level as well as support to individual polytechnics.

I felt the same excitement about the potential of NPT when I visited Yemen last February. The Minister for Higher education has clear ideas on reform, and on behalf of the Netherlands Government Nuffic is assisting

in moving the change agenda forward. Many NPT projects are innovative as they focus on establishing new, state-of-the-art courses (e.g. MBA, Master of Public Administration, Diploma Course in Integrated Water Management, teacher education reform in the basic sciences). It also became apparent that, because they require a conducive environment for change, individual projects can run the risk of being unsustainable in the longer term because of the existence of many forces that counteract innovation and associated processes of institutional reform and procedural and legislative adjustments. Although it is not an easy way to go, a clear determination exists among Yemeni stakeholders and Dutch advisors to overcome all hurdles and achieve their ambitions. This positive spirit reminded me of another one-liner that mirrors the opening one:

There's one world in which we can make a difference: 'education'.

Arjan Schuthof, Ministry of Foreign Affairs and Development Cooperation

NUFFIC reorganization and administration of NPT-NFP

Nuffic was recently reorganized. From 1 January 2007, Nuffic's internal processes have been organized so that similar work is done in one place. This offers operational efficiency benefits. It also makes our relationships with the outside world simpler. All communication activities can be found within the Communications Directorate, all policy and expertise activities can be found in the Knowledge & Innovation Directorate, and all programme administration activities in the Capacity Building & Scholarships Directorate.

Capacity Building & Scholarships Directorate

The directorate is headed by Joep Houterman and has three departments:

- Capacity Building Programmes (CP; headed by Beer Schröder)
- Scholarship Programmes (BP; headed by Amande Moesman)

- National Agency for Lifelong Learning (NA; headed by Vanessa Lambrecht)

The CP and BP departments are subdivided into teams, which are effectively groups of staff working on the same or strongly linked programmes. Working in teams facilitates movement of staff members and enables shorter lines in relation to operational planning,

NPT

NPT programmes are administrated by the CP department under the responsibility of Beer Schröder. Apart from an individual change in country portfolios, little has changed in the department's contacts with the outside world.

NFP

Multi-year agreements (MYA), tailor-made training (TMT) and refresher courses (RC) are now part of the CP department. The reason for this is twofold. Firstly, the work processes are comparable with those of NPT (project-based). Secondly, the specific nature of MYA and TMT in particular is increasingly using organizational needs assessments. The organizational approach used in NPT makes it easier to introduce country-based working and also reduces transactions costs with embassies.

The NPT and NFP programme administrators in the CP department are divided into two parallel teams, structured according to country and language. The team leaders are Jolie Franke and Koen Yap.

Although aimed at building the capacity of individuals and organizations, the work processes of the other NFP modalities (master's, PhD and short courses) are strongly comparable to those of other scholarship programmes which Nuffic administrates for other donor organizations. These three modalities are therefore administrated by the BP department under the overall responsibility of Amande Moesman. The team that administrates these three modalities is led by Birgitte Vos.

Progress meetings with the Ministry and PIE/Profound

The regular progress meetings with our NFP contract partner, the Ministry of Foreign Affairs, Directorate-General for Development, and with the relevant representative bodies in the Netherlands will be attended by Beer Schröder, Birgitte Vos and Joep Houterman or their duly nominated representatives.

The table on the next page shows NPT and NFP staff members and their key area of responsibility.

| Capacity Building Programmes: Beer Schröder | |
|---|---|
| Team 1 | |
| Name | Responsible for |
| Jolie Franke | Team leader; NPT Colombia |
| Nico Evers | NPT Guatemala, NPT Tanzania |
| Miriam Langeveld | NPT Benin, NPT Ethiopia |
| Ouindinda Nikiema | NPT Uganda, NPT Ghana |
| Emma Peraza | NFP TM and MYA in Latin America |
| John Pracht | NFP TM and MYA |
| Bert van Rheenen | NFP TM and MYA |
| Hélène Ullero | NPT Benin per 1 August |
| Team 2 | |
| Name | Responsible for |
| Koen Yap | Team leader; NPT Vietnam |
| Carin Vijfhuizen | NPT Yemen |
| Luuk Bosma | NFP TM and MYA |
| Annette van Engen | NFP RC and TM and MYA Rwanda |
| Armand Gaikema | NPT Mozambique and NPT Zambia |
| Marjo Gallé | NPT Indonesia |
| Marc Lamers | NPT various countries |
| Hans Maltha | NPT South Africa and NPT Rwanda |
| Policy/finance/support team | |
| Name | Responsible for |
| Vera Musch | NPT and NFP policy |
| Farida Bhoera | NPT and NFP financial assistant |
| Ilse van Cooten | NPT and NFP general programme administrator |
| Arie van Dijk | NPT and NFP finances |
| Vacancy | NFP programme assistant/secretary |
| Anna van Marrewijk | General support |
| Dessi van der Meer | NPT and NFP finances |
| Ligia Rocha | NPT and NFP finances |
| Els de Zwaan | NPT programme assistant/secretary |
| Scholarship programmes: Amande Moesman | |
| Name | Responsible for |
| Birgitte Vos | Team leader |
| Nancy Barata | Programme administrator, PhD |
| Lenneke Haket | Programme administrator, Short Courses |
| Hester Happel | Programme assistant |
| Judith Hoogmoed | Programme administrator, Short Courses |
| Tjallie Scheltinga | Programme administrator, Masters |
| Cocky van Toor | Programme assistant |
| Neda Wimmers | Programme administrator, Masters |
| Capacity Building & Scholarships Directorate: Joep Houterman | |
| Arnoud Legerstee | Directorate finances; NPT and NFP regulations and control |

Introducing officers: Emma Peraza-Menéndez

Let me introduce myself. My name is Emma Peraza Menéndez and I originally come from Mexico. I graduated in Economics at the National University in Mexico City. Already as student, I started to work in development programmes, such as national adult literacy programmes that included job creation and community development.

I also lived and worked in Thailand and Bangladesh for over 10 years. While there, I worked on various development projects where I obtained a broader view of the usefulness of technical assistance programmes. I acquired important experience in understanding that development is a broad and comprehensive concept that is often determined by the cultural inheritance of our societies. It was also very interesting to experience working for different donor organizations such as NORAD, SIDA and DANIDA.

Ten years ago, I arrived in the Netherlands with my husband and son where, after learning the language, I was able to obtain a master's degree in Latin American Studies at Leiden University.

Three years ago, I joined Nuffic as a Programme Administrator with the Netherlands Fellowships Programmes (NFP). I am involved with the NFP Tailor-Made training and Multi-Year Agreements (MYA), mainly in Latin America.

My job requires field visits, which are to me an indispensable and excellent way to remain close to the people who require our support. Moreover, it has proven to be the best way to improve our services.

Working for a donor organization has been a new, very interesting and challenging experience. It is rewarding to work for an organization that supports education, as I firmly believe, using the words of Paulo Freire, that education is the practice of freedom.

Emma Peraza Menéndez, eperaza@nuffic.nl



NFP course list 2008

The present set-up of the NFP was due to come to an end on 31 December 2007 and as such, the NFP course list for 2008 was initially cancelled. Because of a delay in the formulation of the policy framework for a new fellowship programme, the Ministry of Foreign Affairs, Directorate-General for International Cooperation (DGIS), Education and Developing Countries Division (DCO/OO), has agreed to extend the Netherlands Fellowships Programmes in 2008, based on the NFP course list 2007. It will not be possible to include new master's degree programmes or short courses in the NFP course list 2008.

Nuffic expects to publish the NFP course list 2008 in June, subject to DCO's approval.

The Rules and Regulations for 2008 will also be published. With regard to the application forms, Nuffic will adjust the current forms so they can be used in 2008. The forms will be made available in due course on Nuffic's website, as soon as the NFP course list 2008 has been finalized.

If you have any questions regarding the NFP course list for 2008, please do not hesitate to contact the NFP team, nfp@nuffic.nl.

From a slow start to fast progress:

Strengthening of the departments of Hydrology and Environment of two Colleges of Natural resources and Environment in Hanoi and Ho Chi Minh City

Student centred learning and teaching methods, and applied research in education, are still not much used educational concepts in Vietnam. So although implementing these methods was one of the main aims of the project, the Vietnamese teaching staff made clear that this part of the project was by no means easy, even after several trainings in The Netherlands and in Vietnam.

However, when two Saxion teachers visited the Colleges in March, to support the Vietnamese teaching staff in implementing these methods, it was a surprising and heart warming experience. They saw Vietnamese students doing applied research, by preparing plans of action, making questionnaires, gathering information by sample taking and measuring, presenting the results to teachers and fellow students, discussing these results, in short, showing in all aspects how to apply these active student centred methods. The staff members of Saxion were impressed by the enthusiasm and skills by both Vietnamese teaching staff and students.

Slow start

The project started officially in January 2004, with a Dutch consortium, consisting of Saxion Universities of Applied Sciences in Deventer, Unesco-IHE in Delft and ITC in Enschede. Due to the procedure of approval by the Vietnamese government, the inception period lasted almost one year. For NUFFIC this was reason to grant an extension of the project of one year.

Besides strengthening the position of the Colleges in the professional educational sectors in Vietnam, upgrading the courses of hydrology and environment up to Bachelors level, was one of the main aims.



The planning was aimed at implementing new subjects and new teaching and learning strategies in September 2006, starting as a pilot project. After research of the job profiles, followed by a description of trends in the Vietnamese labour market in water management and environment (by consultants from Vietnamese Universities), and after evaluation and confrontation of the results with the existing curricula in 2005, the curriculum development started.

It was soon clear that the development of the new subjects in the curricula was not the hardest part. To change a teacher centred strategy, in which students mostly listened and reproduced the contents of the lectures, to a more student centred method, in which knowledge had to be applied, proved to be the hardest part.

Vietnamese teaching staff and Dutch teaching staff alike were trying hard but understanding each other sometimes failed, due to cultural differences, and communicational misunderstandings.

During the Mid Term Review in June 2006 however, both parties could openly discuss such matters, prove that they were getting "used to each other", which meant trust and positive cooperation in the future. It was also clear that during the pilot year, the Vietnamese teaching wished for support when implementing the new teaching strategies and applied research with their students.

The conclusion: positive atmosphere, strong motivation, but realistic expectations.

Active students

The Saxion staff members assisted in two Colleges during the implementation of applied research. In HCMN City the



Environment course had prepared a small project with the students, including excursions to a concrete factory, to a mangrove forest and a to a plant for treatment of industrial waste water was included. Students of the Hydrology course measured river variables (speed of flow, depth) with the new equipment, purchased for the project. Students prepared the excursions and measurements by studying literature, making a work plan, task division and questionnaires. Afterwards, the results were presented and discussed with fellow students and teachers.

In Hanoi, Hydrology students measured comparable items and visited a hydro power station. The students of the Environmental course did chemical and biological research of water quality in a village with serious water pollution, due to a rice noodle factory nearby. Another group of Environmental Science students assessed the environmental quality, health and economical situation of a village with (roughly) 300 paper recycling factories around. Emissions of waste water and heating with brown coal are causing much pollution and health problems.

Teachers questioned students about methodological items: representativeness of samples, question lists, and more.

Professional network

The wishes and needs for the near future and in the long run are now extension of the professional network of the Colleges, in order to have a solid

base in Environmental and Hydrological educational matters in Vietnam, especially for applied research.

For that reason there will be a so-called Network Meeting in May 2007, as the start of the development of a more extended and sustainable network.

As both Colleges have the need for further development of Environmental management and applied research, they now express the wish for a follow-up project.

Of course there is still a lot to be done, but both parties (Vietnamese and Dutch) have full trust in future developments.

Tsjikke Schippers, t.schippers@saxion.nl

Update guidelines for reports

In 2006 5 NPT projects have ended. In 2007 14 NPT projects will end.

After a project has ended, project implementers should submit a final report. A final report differs from a normal, yearly progress report. For instance, the final report reflects on the total project period, not on one year. Moreover, the focus is not so much on progress in reaching project goals and outputs, but on the achieved results. Furthermore the final report should pay thorough attention to assessment of the project strategy on effectiveness and efficiency, sustainability, spin offs and lessons learned for the future.

Since the guidelines for reports (annex V of all Grants) did not explicitly mentioned the final report, Nuffic has drafted new guidelines. These can be downloaded from the website ([hyperlink](#)). For the normal, yearly progress reporting you can download a model progress report, that can help you in writing the reports (2 [hyperlinks](#): 6.15.1 en de bijlage 6.29.0).

Evaluation: what do you think about it?

Shortly after the publication of the December issue of the NFP-NPT Newsletter, Nuffic received a response from the fellowship officer in Uganda, Mr Harry Abels.

In Mr Abels' view, both NPT and NFP are sector-related programs.

"NFP is a development instrument as it focuses on capacity-building, which is a form of development. Add to that the NFP is funded from the government's budget for development cooperation and that Uganda is a development cooperation partner country and there is only one possible solution: in Uganda NFP is a development cooperation instrument".

"The Dutch Ministry of Foreign Affairs, which is responsible for the Dutch development program, has instructed the embassies in Dutch partner countries, including Uganda, to focus on activities in the sectors selected by the Netherlands. Sectors which are not selected by the Netherlands have to be left to other donors, in accordance with the donor harmonization policy".

"In short, NFP is a development instrument and, as such, should operate according to the Ministry's guidelines. This means that the program must be sector-related".

The Ministry is reformulating its policy on the basis of the conclusions and recommendations stated in the evaluation report and in light of the current trend towards donor harmonization and alignment, as agreed in the Paris Declaration. Whether or not both programs should support identified sectors for development cooperation remains a question. The answer to this question is expected in the summer of 2007. Nuffic and the Ministry will keep you informed

The final evaluation report has been published on the website of the Dutch Ministry of Foreign Affairs

www.minbuza.nl/binaries/pdf/dossiers/sociale-ontwikkeling/final-report-evaluation-npt-nfp.pdf

Birgitte Vos, bvos@nuffic.nl

NPT in Benin: Training for better access to drinking water

Five NPT projects are designed to improve the training for professionals in the drinking water and sanitation sector in Benin. They cover the entire training provision from secondary to university level. The partners in Benin are the Technical Lyceums and three institutes of the University of Abomey-Calavi (UAC): the Faculty of Science and Technology (FAST), the Agricultural Faculty (FSA) and the Polytechnic School (EPAC) and its Centre for Professional training (EPAC-CAP).

The work related to Technical Lyceums will be conducted through EPAC and the Directorate for Pedagogical Innovation at the Ministry of Education and the National School for Teacher Training. The Dutch and Benin partners have organized themselves into a coordinating body called PROfEAU, which aims to coordinate joint activities, therefore making them cheaper and ensuring complementarity and synergy between the projects.

Higher education in Benin is undergoing an enormous process of change. The introduction of a bachelor's-master's system is underway, a major undertaking as it requires an overhaul of the study programme. The development of new curricula is a fortunate coincidence, as new types of teaching and learning are seen as essential if the quality of tertiary education is to improve. To assist in this, the NPT projects focus on the introduction of competency-based learning, pedagogical innovations and the training of lecturers in new pedagogical approaches. These changes will demand a lot from the higher education officials in Benin, who themselves were not trained according to these new competency-based learning models.

The last year was marked by a study into the specific competencies that are needed by the labour market in

Benin. The central question of the study was: 'What do graduates need to be able to work satisfactorily for the organizations and companies that are involved in providing water to the people'. The practical work was done by students of the University of Abomey Calavi, supported by Gerard Dégan of the EPAC-CAP (Centre Autonome de Perfectionnement, a provider of mid-career professional training), and students of Wageningen University, supported by Jan Piers van Leeuwen of Noordelijke Hogeschool Nederland. The results of this study will be presented to the stakeholders in March 2007, and include the competencies that will influence the study programme at the Polytechnic School, the Agricultural and Technical Faculties and Technical Lyceums.

To demonstrate the process of the labour market study, a film was produced that will be presented during the workshop in March. It will help stakeholders to better understand how the new competencies that will be used to define the new study programmes were identified. It will also help higher education officials learn how to look at the labour market in order to make adjustments in the training programme that meet the requirements of the world of work.

Miriam Langeveld
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Review of Multi-Year Agreements in Tanzania and Rwanda

Tanzania

In November 2006, an NFP mission to Tanzania and Rwanda took place shortly after the external evaluation mission to Tanzania. The two programme officers for Tanzania and Rwanda visited Tanzania together.

Nuffic had sent questionnaires to all the multi-year organizations and the Netherlands Embassies in both countries. The questionnaires should enable us to measure the output and the outcome of the current MYAs.

During the mission, we discussed the questionnaires. In general the organizations appreciate the multi-year agreements very much because of the long-term opportunities they offer. The agreements with two network organizations in Tanzania (TAWLA and TGNP) showed that network structures make the multi-year agreements difficult to manage. The members of these organizations are often self-employed, and have difficulties meeting the NFP deadlines.

Like the draft of the external evaluation showed, the multi-year agreement with the Tanzanian Ministry of Home Affairs, Immigration Department, is progressing smoothly. Quite a number of employees recently started on short courses, and a few have finished their LL.M. degrees. The Ministry also paid for an extra fellowship for a master's degree. This shows their commitment to the NFP and to the multi-year agreement.

The agreement with the College of Business Education (CBE) in Tanzania is also going as planned. When discussing the actual effect of one tailor-made training given to CBE staff, the participants specifically mentioned the 'participatory approach' as having been an eye-opener for both the teachers and the students. The teachers noticed that the students are now able to present well-written papers. The students also practice the concept of critical thinking more, which allows the teachers and students to have interesting discussions.

Unfortunately, not all the teachers attended the tailor-made training, so some of the teaching at the college still consists of 'old fashioned training'. This seems to be less appreciated by the students. Another problem at the college is the enormous lack of space. The student population has grown significantly in the past few years, and there is not enough room for the current number of students. This also endangers the implementation of the participatory approach, because you simply cannot implement it successfully when there are 30 students in one classroom. CBE has not found a solution yet.

Rwanda

In Rwanda, Nuffic has concluded three multi-year agreements: with ISAR (research institute), KIST (educational institution) and the National University of Rwanda (NUR). The first two MYAs have been running for a few years. The MYA with NUR was concluded in September, to assist the NPT WREM project. The MYA with NUR has made a promising start.

For ISAR, the results of the MYA are very good and an extension or a new phase is being considered. KIST, however, has recently undergone a reorganization, and due to personnel changes, knowledge of the existence of an MYA was lost by the central management. The mission allowed Nuffic to renew the acquaintance and to restore contacts with an assigned coordinating person at KIST. Due to the split-up of the organization, certain NFP beneficiaries are no longer part of KIST. KIST will submit a report as soon as possible. At the request of the Netherlands Embassy, five other organizations were also visited. Based on the needs assessments that are being produced, a decision will be made about NFP support through a MYA for a selection of these organizations.

For more information on the multi-year agreements, please contact Ms Annette van Engen, avanengen@nuffic.nl

MidTerm Review: report of a workshop

In December 2006, NPT Programme Administrator (PA), Miriam Langeveld, went on a short mission to Ethiopia. The main objective was to participate in Mid Term Review Workshop organised by the MoE to evaluate the Post-Secondary Education Project Implementation (PSEP). Outputs from this workshop could include valuable inputs to the NPT projects, mainly the Leadership and Management Development Project (LMDP). The information that is summarized in an aide memoire, has been

shared with the project responsible for this LMDP project.

Workshop Leadership and Management Development Project

In the same period, co-implementer VUA-CIS (Vrije Universiteit Amsterdam) had organised a two days workshop with the Boards and top managers of the nine universities to identify priority areas for the remaining part of the Leadership and Management Development Project (LMDP). This project-phase enters its last year of implementation, so it was believed imminent to relate the project's outputs much more to provisions in the HE-Proclamation and to help the individual universities with preparing themselves to more autonomy. The presence of VUA-CIS board chair-president Mr P. Bouw, president of the Supervisory Board and Mr Wim Noomen, former president of Executive Board was very much appreciated for their discussions, information and examples about the management of universities in The Netherlands. The meeting came up with fourteen areas of concern that should be taken up by the project. Project responsible Tineke Melis and Jeroen van Spijk will translate these, in collaboration with the Ministry of Education (MoE) into support activities. The end was marked by a dinner hosted by the Minister of Education HE Dr Sentaheyu Wolde Michael and the State Minister for Higher Education Dr Adhana Haile at the Hilton hotel.

Higher Education

Ethiopia is rapidly expanding its Higher Education. There are thirteen new universities being established. The leadership are all scientists coming from other universities, with limited knowledge and experience on management issues. They were briefed on NPT and asked to give their ideas on the kind of support they saw as essential in terms of management training and other management support from NPT.

Horticulture

Ethiopia is an important country for horticulture as the climatic conditions are excellent. Numerous Dutch companies are settling down with flower-greenhouses to supply the international and Dutch markets. Over 25,000 people have found employment in this sub sector, which is likely to grow even further in the years to come. To sustainably support the further development of this sub-

sector in Ethiopia, the education sector should provide modern training of high quality on horticulture at various levels, including university level. To inform some of the stakeholders in this sub-sector about NPT and NFP and the possibilities for support to enhance horticulture education, a meeting was organised with the help of the Dutch Embassy.

The departments within the Higher Education Sector in the MoE were visited to brief the new advisor to the State Minister on NPT. The projects with a representation in Addis Ababa were included in the sense of regular monitoring: HERQA, EQUIP, NPTETH160 (support to development of Faculty of Veterinary Medicine) and the project coordination unit (PCU). At HESC the Nuffic PA informed the staff that a new support project could be formulated. In fact, the HESC acting director had one already at hand which facilitated enormously the process of articulation.

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Supporting higher education through ICT: a good example of Mozambican-Dutch cooperation

Project Supervisor, Mr Robert Janz (University of Groningen (RUG)), reports of his latest mission to Mozambique, February 2007. The project named: 'Capacity-Building in ICT' (NPT/034) started in November 2005, with an Inception Phase of nearly a year. Several face to face meetings in Mozambique and the Netherlands were organized to bring down to earth the Project Outline's objectives.

In October 2006 the Ministry of Education and Culture (MoE), the six participating Higher Education Institutes (HEIs) and the co-implementing institutions (Dutch lead partner RUG and Radboud University Nijmegen) reached agreement on a comprehensive project approach and on the initial project activities.

Concrete goals

Chronologically the project goals are:

- to provide the HEIs with equipment enabling them to upgrade their ICT facilities
- the implementation of a Student Information System (SIS)
- the set up of a national ICT network for research and education.

Activities so far

The six participating HEIs provided data on the status and development plans of their ICT departments, the administrative services in use and the related capacities. This information will be regularly updated during the project. This will contribute significantly to the development of national (Higher Education sector) ICT Policy Plans.

In February 2006 Marc Petit visited most of the institutes, in order to check and refine the data and define the list of equipment that is necessary to upgrade the ICT infrastructure to the level required for the services that are to be introduced.

The inventory demonstrated that there are significant differences between the status of the ICT infrastructure within the participating institutes. Many still need infrastructural upgrades. As the equipment part of the project budget cannot cover all wishes, the Southern partners had to make decisions how to distribute the limited budget over the various partners. They reached agreement on this issue and the next step is the actual accrument of the equipment.

Cooperation is essential

The inventory has also made it very clear that the prospected goals will not be reached without more cooperation. For example because of the reform of financing HEIs in Mozambique the exchange of information between the MoE and the HEIs needs to be restructured. That is why the implementation of the SIS has been given such high priority. At this moment, the HEIs have no common policy with regard to the use of such systems within their institutes.

During the opening seminar in September 2006 there was firm mutual agreement that there should be one SIS for all institutes. Three months later only three of the six institutes still intended to use the same SIS. For the project

supervisor this was no surprise. Experiences in other international projects had learned that this touches the core process of a university: education. Universities are extremely sensitive when you try to change the internal procedures around student registration and everything that is related to it. Implementing a SIS is more than an ICT exercise: it has many links with organisational changes as well. In this specific project, implementing a common SIS is complicated by the fact that six institutes are involved together with the MoE. A lot of discussions, plenary and bi-lateral meetings and a thorough plan will be needed to have the partners at close ranks..

NREN

It lays beyond the project goals to set up a National Research and Education Network (NREN) in Mozambique. However, as this project will probably serve as an example for other HEIs it was proposed to start the creation of a true 'NREN'. This network might be modest at the beginning but should be able to scale to a network connecting private and public universities, and the numerous research institutes in Mozambique. The Dutch NREN SURFnet will serve as a model for this NREN.

Fortunately, similar thoughts existed within the Ministry of Science and Technology. During the visit, contacts with the person at the Ministry responsible for this network were made and we are now working together on a joint plan. It is called 'MOREnet': NREN for Mozambique. Again, the motto is that in the end cooperation leads to good results that are highly sustainable.

Contacts with other projects

In a project like this, it is essential to synchronise activities with other initiatives taking place within the country. For this reason there have been discussions with parties such as the Resident Expert in the "CHESS" project (NPT/MOZ/012), on a possible convergence concerning the issue of Management Information Systems. Contacts with the other five NPT projects and relevant third parties like the International Research infrastructure Programme and UNDP in Mozambique are established as well.

To conclude one might say that the first concrete project goals (ICT/SIS and NREN development) have been defined and activities have been initiated to reach these goals. All parties have agreed that these goals will best be reached in a mutual coordinated approach. Some institutes still have to make the internal step to go beyond the priorities within the institutions.

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NPT mission to Tanzania

From 1-17 February, Nuffic's Senior Programme Administrator Nico Evers visited Tanzania for a monitoring mission. During the mission, all 11 projects were visited. Another objective of the mission was to explore the possibilities for a new project in the health sector.

The projects

There are currently six NPT projects dealing with decentralization (devolution) and five in the business sector (developing entrepreneurship). Most projects are well under way. Some projects have faced problems and delays, but the causes have now been dealt with. The Terms of Reference for the identification and articulation of a project in the health sector are currently being formulated. The purpose of such a project would be to improve human capacity in the health sector through by strengthening pre-service training and through continuing education at the decentralized Zonal Training Centres.

Several bodies, including the Ministry of Science, Technology and Higher Education, the Ministry of Industry and Trade, and the World Bank were also visited. The whole mission took place in close coordination and in good cooperation with the Embassy of the Kingdom of the Netherlands.

Workshop

On 16 February, two NPT workshops were organized in Dar es Salaam: one for project implementers and stakeholders in the business sector, and one for project



implementers and stakeholders involved with decentralization. The purpose of the workshops was twofold: networking, getting to know each other and sharing information on the one hand, and learning about the dynamics of NPT project implementation on the other hand. To achieve these goals, a case study of a fictitious NPT project was used.

Participants were carefully mixed (project implementers and government representatives) and placed in groups of approximately six per table. They were asked to identify the five main problems in the case as well as five possible solutions. It was striking how similar the problems identified in the case study were to the problems that NPT projects encounter in real life. As it was recognisable, the use of the case led to animated discussions and provided insights that would not have been achieved otherwise.

At the end of the workshop, participants were asked to share the most important lesson they had learned or key insight, as well as to make a suggestion for continuing the communication and networking among the projects and between projects and government. It was clear that in both groups, the workshop had been successful in terms of reaching its objectives. Also, participants appreciated and enjoyed the participative approach. Both groups came up with the idea of an e-mail network. And on both occasions, one participant offered to organize another workshop in the near future.

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NPT workshop on 'Cooperation in NPT projects; issues and challenges'

"A fish on a stick or a fish in the water"

In December 2006, a mini half-day workshop with Dutch implementers of NPT projects was held. The participants dealt with a fictitious case. The aim was to exchange views on issues and challenges faced when carrying out capacity building projects. Using a fictitious case opened up the discussion on these issues and allowed participants to learn lessons from each other. Continuous improvement of project implementation can only come about if and when Dutch and overseas project implementers as well as Nuffic share their ideas on processes of capacity building projects. Over 50 participants from 25 organizations attended the workshop.

A summary of the major findings:

Project identification and formulation:
There is a need for better assessment of the project management and implementation capacity of the southern project organization, and a better needs and problem analysis during project formulation.

Education and content

Joint degrees are difficult to create within the limited timeframe of the project, because of regulations of the

Dutch Ministry of Education Culture & Science. Care should be taken to regularly refocus on the quality and content of the project.

The role of an expatriate long-term adviser

It is sometimes advisable to include an expatriate long-term expert (LTE). LTEs are especially useful in a situation where the southern partner is in the early stages of development. To avoid dependency, the LTE should first and foremost concentrate on project content and organizational development. Secondly, he should assist the counterpart staff by advising on management of the project.

Difficulties include a prohibitive price tag and the difficulties encountered if the Dutch consortium has not previously had a working relationship with the LTE. It is essential to arrange institutional embedding of the LTE in the host institution. Some people recommend fielding a local long-term adviser (negative experiences are reported as well) and Southern alumni of Dutch institutions to bridge the north-south divide.

Ownership

Creating ownership takes time. Prerequisites are a clear management structure, terms of reference for both the Dutch and the southern organization, financial issues, etc. For many Southern organizations, ownership directly translates to management and control of financial issues. This is not always as transparent for them as it should be.

Working with people and communication

It is difficult to work with people you have never met. A project is an arranged marriage between partners with cultural differences. It takes more time than expected to get to know one another and find an effective way to work together to get the job done. It is important to assess and discuss how communication takes place. Team-building activities are important in this respect to build mutual trust and confidence.

Quality of Technical Assistance

Recipient organizations are at times not entirely satisfied with the quality of the services rendered by the Dutch consortium. This includes the quality of the long and short-term experts, the way they are received in the Netherlands, etc.. Good terms of reference for the foreign experts are helpful. It was mentioned that Nuffic NPT should have a high-level quality check, such as the rectors' meeting during the earlier MHO programme.

Management of expectations and ambitions

There is a need for a clear common understanding of what the project will achieve, but especially what the project will not achieve. Exchange of expectations is instrumental, as are an analysis of conflicts of interest, power structures and hierarchies. Assume that everyone is right from his or her own perspective and discuss these perspectives to come to a solution.

Time Frame of projects

Projects take far more time than planned. Extended inception periods are preferred.

The capacity of the recipient organization

The absorption capacity of a recipient organization is often overrated. Staff designated to carry out the project have difficulties in accommodating project activities due to other and earlier commitments. An assessment of the recipient organization in terms of the capacity and ability to learn and change should be part of the identification.

Financial issues are important in project

Transparency of the financial issues is important. Southern organizations relate this issue directly to ownership. Dutch partners note that Southern partners do not allow financial transparency to their own staff. Nuffic's rules on the payment of project staff are too strict and not always completely clear. Payment of allowances to local project staff is an important issue. Financial incentives are at times the only way to involve good local staff. At the same time, it is recognized that such extra payment in itself creates inequality. The issue of bi-partite or tri-partite grant awards is a discussion about the responsibility for accountability.

Nuffic stresses that this issue is administrative and should not influence project relations between partners. However, the form of the grant award is often confused with 'ownership'. Responsibility for the technical content, the budget and the reporting (both technical and financial) is always a joint responsibility.

Flexibility of a project

Projects are never executed exactly as they were originally conceived. Projects should be able to 'react' to changing circumstances and changing environmental factors. Nuffic is commended on its flexibility and proactive attitude in allowing and asking for such adaptations. Partners, however, warn that changes and adaptations are not always well communicated among project partners.

Sharing of information

A plea was made to share these types of experiences on a more regular basis. The sharing of information also extends to policymakers responsible for NPT who may use this to adjust the programme. It would as a matter of course also need to include sharing with Southern partners. A similar exercise has also been carried out in Tanzania with all NPT project partners.

To continue this sharing of information, we welcome any comments that you might have on the article, the full workshop report or other issues regarding technical assistance in capacity building.

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The NFP tender procedure

The fully fledged tailor-made training course proposal.

In the December 2006 issue of the NFP-NPT Newsletter, we described the requirements of the Letter of Intent (LOI) as a first step towards a more efficient and effective way of meeting the training needs of applicant organizations. In this issue, we describe the preparation of the fully fledged training course proposal.

After being selected as winner of the LOI procedure, the Dutch Provider or Dutch-led consortium - from here on called Dutch Provider - is expected to develop a fully fledged training course proposal. The proposal is based on the training needs as described in the training outline, and is developed jointly with the applicant organization.

A budget will have already been assigned for this purpose in paragraph 10 of the LOI. Proposed budget 10.B, includes a cost indication - time and euros - for proposal development - e.g. travel, mission, needs assessment, etc. As indicated in this paragraph, Nuffic provides sufficient funds for the Dutch Provider to travel to the country of the applicant organization. Nuffic encourages this practice as part of the process to develop a truly tailor-made training course.

During this preparation period of six to eight weeks it is possible to make adjustments to the proposed training approach made in the LOI. The adjustments are only possible if they are within the maximum amount allowed for the training course.

During this period the Dutch provider will also have the opportunity to confirm that the profiles of the participants correspond with the requirements for following the training course.

The fully-fledged training course proposal should include the following items:

1. basic data
2. summary
3. purpose and relevance of the proposed training
4. implementation plan
5. statement by the provider
6. annexes
 - a. suggested format for the logical framework

- b. suggested format for curricula vitae
- c. prescribed budget format
- d. financial guidelines
- e. audit guidelines for NFP/TM training

Specifically:

1. **The basic data** should include all the general information regarding the Dutch Provider and the applicant organization, the location and the duration of the training course.
2. **The summary** should include relevant information on how the training course will be implemented and for which staff members of the applicant organization.
3. **The purpose and relevance** of the proposed training should include complementary information from the Dutch Provider with regard to the applicant organization's comments on this matter.
4. **The implementation plan** is the detailed proposed training approach mentioned in the LOI (outline) and/or its respective adjustments.
The fully fledged proposal should be the result of the joint effort of the Dutch Provider and the applicant organization.

It should contain the following items:

1. The long and short-term objectives of the training.
2. The results – output and indicators once the recipient organization's staff have been trained.
3. The expected effects of the training in the capacity development of the organization.
4. The inputs – the trainers and coordinator(s) - by which the training objectives will be achieved.
5. The cost estimates. This item should include a general description of the contribution from each source such as Nuffic, the Dutch Provider, and the applicant organization.
6. The organization and the management of the training course. It should include the tasks of the trainers and coordinator(s) of the course and the services provided to the Dutch Provider, such as housing, etc.
7. Monitoring and Evaluation. This item should include the system and methods that will be used for this purpose.

8. Sustainability of the results. This part should include a description of how the provided training will have a long-term impact on the organization's general performance.
 9. Relationship with the Dutch policy themes. The provider should describe in which way the training activities will match the Dutch development cooperation policy, such as poverty alleviation, gender or environment.
5. **In the statement, the Dutch Provider** should ensure the availability of the proposed trainers and, if required, the commitment to replace them as and when needed. It will also guarantee that the information provided is complete and correct.
 6. **The annexes** include the suggested formats for the logical framework, the curricula vitae, the prescribed budget format and the financial and audit guidelines.

Some final points of attention:

1. the curricula vitae should match the input proposed in the implementation plan
2. the detailed description of the institutional and participants should be provided in the prescribed budget
3. the financial and audit guidelines should be followed by the Dutch Provider when preparing the final report on the training course given.

For more information on the tailor-made procedure, please see: www.nuffic.net/common.asp?id=773&instantie=0

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BERT KOENDERS, DUTCH MINISTER FOR DEVELOPMENT COOPERATION



Bert Koenders became the Netherlands' new Minister for Development Cooperation only a few months ago. His predecessor, Agnes van Ardenne, left politics to take up an important posting with the FAO in Rome.

While Van Ardenne was a member of the centre-right CDA party, Koenders is a member of the centre-left PvdA, or labour party. But what does it mean in Dutch politics when the development cooperation portfolio changes hands like this? Well, surprisingly little. The development policy of successive Dutch governments throughout recent decades has been characterized to a large degree by continuity. The people who put the policy into practice will notice little difference.

There are two reasons for this. The most important reason lies in the fact that the civil service in the Netherlands is technocratic and non-political. Officials at the ministries pride themselves on their conviction as true believers in democracy that they can happily serve ministers of widely differing political persuasions. Nuffic too prides itself on its ability to maintain good relations with the governments of countries, regardless of their political colours. What also helps is the fact that it is very difficult to sack civil servants once they have been appointed.

But this is not the only reason. For many years, no political party in the Netherlands has managed to secure a majority. Minority parties always have to find ways of working together. And this always leads to moderate, centre-aligned policy. The new cabinet is a good example of this. In the national elections, the voters punished the liberal VVD and D66 parties, which were part of the ruling coalition government in which Van Ardenne served.

Prime Minister Jan-Peter Balkenende responded to the election outcome by looking for a deal with the labour party and the ChristenUnie, the second largest Christian democrat party in the Netherlands.

In a political system like this, the differences are really only in accentuation. Policy cannot simply be turned on its head or consigned to the political waste bin.

We can therefore expect that Koenders will pick up development policy and continue where his predecessor left off.

Han van der Horst

Status of NPT Calls for Tenders, April 2007

| Country | Title | Present situation | Winning Dutch organization |
|--------------|--|--|----------------------------|
| Ethiopia | Strengthening the Ethiopian Higher Education Strategy Center | Call published, 30 January 2007 | |
| Ghana | Support to centre for migration studies | Call published, 8 March 2007 | |
| Mozambique | Consolidation of the Polytechnic Institutes in Gaza, Manica and Tete | Call published, 30 January 2007 | |
| Rwanda | Building the organizational capacity of the National Institute for Legal Practice and Development in Rwanda | Proposal being screened by Tender Evaluation Committee (TEC) | |
| South Africa | E-Learning Leadership project (eL2) | Call published, 4 April 2007 | |
| Uganda | Strengthening the Capacity of the Faculty of Development Studies at Mbarara University of Science & Technology | Grant awarded | University of Tilburg/IVO |
| Uganda | Strengthening Capacity of the LDC to undertake practical legal training | Call published, 20 February 2007 | |
| Uganda | Strengthening ICT Training and Research Capacity in the Four Public Universities in Uganda | Call published, 19 March 2007 | |
| Vietnam | Strengthening the training quality of university level clinical pharmacists | Call published, 4 April 2007 | |
| Yemen | Phase 1 implementation of the Yemen Foundation of Information Technology in Higher Education (YFIT-HE) | Proposal being screened by Tender Evaluation Committee (TEC) | |

Status of NFP Calls for Tenders, April 2007

| Country | Southern Partner | Title outline | Present situation | Winning Dutch organization |
|---------|---|--|--------------------------|----------------------------|
| BOL | Dirección de Medio Ambiente (DMA) - Corp. Menera de Bolivia (COMIBOL) | Desarrollo del Atlas Ambiental Minero (GIS of Mines in Bolivia) | Proposal being developed | ITC |
| BOL | Asociación de Instituciones de Promoción y Educación (AIPE) | Formación de formadores en seguridad alimentaria nutricional (Training of Trainers on Food Security) | Grant Award | WI |
| BTN | PHED, Public Health Engineering Division | Participatory Approach on Water, Sanitation and Hygiene Management | TEC LOI | IRC |
| BTN | RUB (Royal University of Bhutan, Office of the Vice Chancellor) | Training in Teaching /Learning and Curriculum Development | Publication | |
| BTN | RUB (Royal University of Bhutan, Office of the Vice Chancellor) | Training on University Administration and Management | Publication | |
| BTN | BBSC (Bhutan Broadcasting Service Corporation) | Reporting Elections and Governments in transition (Radio Television) | Publication | |
| CHN | Ramsar Convention Implementation Office, Wetland Conserv Div SFA | Capacity Building in Application of RS in Wetland Ecosystem Inventory | Publication | |
| CHN | Wildlife Conservation Office, Xin. Forestry Department. | Wildlife Conservation and Protected Area Management | Publication | |
| CHN | Department of Science and Technology of Min. of Construction | Improving drinking water services for managers and operators | Publication | |
| COL | Corporación PBA | Fitomejoramiento Genético para Resistencia Durable contra Enfermedades en Plantas Utilizando Agrobiodiversidad (Genetic Improvements in Plants to Improve their Resistance to Plagues and Diseases) | TEC LOI | |
| COL | AMUNORCA Asociación de Municipios del Norte del Cauca | Formación y apoyo complementario al fortalecimiento de la democracia local en el Cauca (follow-up in strengthening of democracy in Cauca) | Grant Award | VNG International |
| COL | Universidad de San Buenaventura Cali | Generación de Trabajo - Fortalecimiento de la Participación Juvenil en la Democracia Local - Disminución de la Violencia Intrafamiliar (Employment Generation - Strengthening of Youth Participation in Local Democracy – Domestic Violence Reduction) | Tender failed | |
| COL | Corporación PBA | Facilitación y Metodologías de Análisis Social en los Procesos Participativos con Pequeños Productores (Facilitation and Methodology of Social Processes) | TEC LOI | |
| ECU | Consorcio CAMAREN | Gestión Política y Socio-ambiental de los Recursos Naturales en el Ambito Rural (Natural Resources Social Economic Management) | TEC LOI | |
| GHA | Association of Church Development Projects (ACDEP) | Market Access and Sustainable Development | Proposal being developed | WI |
| GHA | Old Accra Development Agency | Capacity Building for Integrated Participatory Planning in Old Accra | Proposal being developed | Urban Solutions |
| GTM | ICCPG | Aplicación de la perspectiva de género a la justicia penal (Gender Mainstreaming in the Penal System) | Publication | |
| GTM | CALAS | Pluralismo Jurídico (Legislation Pluralism) | Proposal being developed | UU |
| IND | AAU (Assam Agricultural University) | Participatory Approaches in Agrobiodiversity Conservation in Assam | Proposal being developed | WI |
| MKD | Shelter Centre | Domestic Violence | Proposal being developed | HOM |

| Country | Southern Partner | Title outline | Present situation | Winning Dutch organization |
|---------|--|--|--------------------------|----------------------------|
| MLI | CPMA, Mechanic Auto Professional Center | Maintenance of Electrical and other Sophisticated Parts in Modern Cars | Proposal being developed | Fontys |
| MNG | New Public Health Association | Masters Training on Sexual Health | TEC LOI | KIT |
| MOZ | CUM (Catholic University of Mozambique) | Methods of elaborating Distance Education Programs and Materials | Proposal being developed | VUA-CIS |
| MOZ | UP (Universidade Pedagógica) | Capacity building of UP staff as Trainers for Teaching Practice Supervision in Secondary Schools | Publication | |
| NPL | Forum for Dhading Development (FFDD) + NAAN | Planning and Management of Water Resources in Outer Villages (in Dhading District) | Grant Award | IHE |
| NPL | Seed Entrepreneurs Association of Nepal | Seed Production and Seed Technology | Proposal being developed | WI |
| PHL | University of San Carlos (USC), Department of Sociology and Anthropology | Educational Program for GIS in Archeology | Grant Award | Van Hall Larenstein |
| PSE | Juzoor Foundation for Health and Social Development | Nutrition Management | Proposal being developed | WI |
| SLV | Universidad de El Salvador (UES) | Mapeo de Intervenciones Aplicado a la Promoción y Educación para la Salud (Interventions Mapping of Public Health) | Grant Award | UM/ MUNDO |
| TZA | Ministry of Communication and Transport | General Knowledge on Computer Applications | Grant Award | NEA |
| TZA | Ministry of Home Affairs, Immigration Department | Document Examination | Proposal being developed | HS Leiden |
| TZA | ESAMI (Eastern and Southern African Management Institute) | Marketing and ICT Training | Proposal being developed | MSM |
| UGA | SDLG Soroti District Local Government | Effective Organizing and Leadership 1st batch | Proposal being developed | MDF |
| UGA | SDLG Soroti District Local Government | Effective Organizing and Leadership 2nd batch | Proposal being developed | MDF |
| UGA | African Wildlife Foundation (AWF) | Tourism Development for Local Government Staff in Uganda, Kenya, Tanzania and Rwanda | Publication | |
| UGA | LDLG, Lira District Local Government | Community Based upward Socio Economic Development | TEC LOI | |
| UGA | LDLG, Lira District Local Government | Human Resource Management | TEC LOI | |
| UGA | LDLG, Lira District Local Government | Concept of Management and Planning: Management Skills Building Course/Strategies and Work | TEC LOI | |
| UGA | LDLG, Lira District Local Government | Basic Economics and Accountability, Basic Financial Management of Programmes | TEC LOI | |
| UGA | LDLG, Lira District Local Government | Institutional Building: Effective Organizing and Leadership within an Organizational Structure | TEC LOI | |
| VNM | General Statistics Office (SNAD-GSO) | Strengthen Capacity for National Accounts Statistics of Vietnam | Proposal being developed | IVO |
| VNM | School of Education Can Tho University | Implementation Active Teaching Methods & Corresp Assess. In HE | Proposal being developed | HvA |
| VNM | Hanoi Architectural University | Public Private Community Participation | Grant Award | IHS |
| VNM | National Committee for Search and Rescue of Vietnam (Vinasarcom) | Search and Rescue Instructors Training | Proposal being developed | ICET |
| YEM | Ministry of Higher Education and Scientific Research | Capacity Building of the MHE&SR | TEC LOI | |
| ZAF | CPUT (Cape Peninsula University of Technology) | School Based Curriculum Renewal | TEC LOI | |

Embassy deadlines for NFP 2007

Please note that the deadlines listed here are the deadlines for submitting applications at most of the Royal Netherlands Embassies.

For NFP Master's and NFP Short Courses, only applications that have been screened and processed by the embassies will be considered for a fellowship.

The dates are based on a survey carried out by Nuffic, and apply for the majority of embassies in the 57 NFP countries. Prospective applicants for an NFP fellowship for a Short Course, Master's degree programme or PhD programme should contact the embassy in their country to check the deadline and ask about any additional local procedures.

There are two exceptions to the above
For NFP Tailor-Made, there is no deadline for the submission of outlines. Dutch embassies accept tailor-made training outlines throughout the year. Proposals for Refresher Courses can be submitted directly to Nuffic before the annual deadline of 1 November.

2007

- 1 June Deadline for **NFP PhD 2008** at the Dutch embassy
- 1 July Deadline for **NFP short courses 2007** at the Dutch embassy
(Check the 2007 NFP Course List for the deadlines, as they vary from course to course)
- 1 October Deadline for **NFP short courses 2008** at the Dutch embassy
(Check the 2007 NFP Course List for the deadlines, as they vary from course to course)
- 1 October Deadline for **NFP PhD 2008** at the Dutch embassy
- 1 October Deadline for **NFP Master's degree**

programmes 2007 at the Dutch embassy
(Check the 2007 NFP Course List for the deadlines, as they vary from course to course)

- 1 December Deadline for **NFP SC 2008** at the Dutch embassy

The Netherlands Fellowship Programmes (NFP)

Objectives and target group

The Netherlands Fellowship Programmes (NFP) are focused on meeting the need for further training and capacity-building in a wide range of governmental, private and non-governmental organizations. These include educational institutions, planning agencies, ministries, community-based organizations, and private enterprises.

The NFP target group: mid-career professionals who are nationals of one of the list of countries (see back cover). Candidates for an NFP fellowship must be nominated by their employers. This nomination should contain a structured motivation.

The NFP aims to increase the fellowships' impact by linking them to the institutional development of organizations in developing countries. Fellowships are awarded to individuals but their training must occur within the development of the local organization for which they work. By way of pilots and to enhance the institutional strengthening through the NFP programme, Nuffic can enter into multi-year agreements (MYAs) with organizations in selected NFP countries. The objective of the agreements is to help these organizations solve their staff development needs on a more structural basis. Each agreement lists a number of NFP funded training activities. Nuffic has already entered into MYAs with organizations in:

| | |
|--------------|-----------|
| Bhutan | Colombia |
| Egypt | Ecuador |
| Ethiopia | Guatemala |
| Macedonia | Namibia |
| Peru | Rwanda |
| South Africa | Tanzania |
| Uganda | Yemen |
| Zimbabwe | |

Five NFP Programmes

The NFP offers professionals from developing countries a chance to enrol in international degree programmes, in diploma courses and in tailor-made training.

There are five NFP programmes

- NFP Master's degree programmes
- NFP PhD studies
- NFP Short courses
- NFP Tailor-made training
- NFP Refresher courses

NFP characteristics

- Priority is given to study and training that takes place (partly) in the region;
- At least half of the budget is to be spent on candidates or organizations in sub Saharan Africa;
- Another budget aim is to spend over half on female candidates.

Countries eligible for NFP

| | |
|------------------------------------|--------------|
| Afghanistan | Iran |
| Albania | Ivory Coast |
| Armenia | Jordan |
| Autonomous Palestinian Territories | Kenya |
| Bangladesh | Macedonia |
| Benin | Mali |
| Bhutan | Moldova |
| Bolivia | Mongolia |
| Bosnia-Herzegovina | Mozambique |
| Brazil | Namibia |
| Burkina Faso | Nepal |
| Cambodia | Nicaragua |
| Cape Verde | Nigeria |
| China ¹ | Pakistan |
| Colombia | Peru |
| Costa Rica | Philippines |
| Cuba | Rwanda |
| Ecuador | Senegal |
| Egypt | South Africa |
| El Salvador | Sri Lanka |
| Eritrea | Suriname |
| Ethiopia | Tanzani |
| Georgia | Thailand |
| Ghana | Uganda |
| Guatemala | Vietnam |
| Guinea-Bissau | Yemen |
| Honduras | Zambia |
| India | Zimbabwe |
| Indonesia | |

¹Citizens from Hong Kong and Macao are exempted

Countries in which multi-annual agreements may be concluded

The Netherlands Programme for the Institutional Strengthening of Post-secondary Education and Training Capacity (NPT)

The NPT is an international cooperation programme financed by the Netherlands government. Nuffic, the Netherlands Organization for International Cooperation in Higher Education, manages and administers the NPT on behalf of the Netherlands government.

Objectives

The purpose of the programme is to help developing countries strengthen their institutional capacity for post-secondary education and training in a sustainable way. The aim is to equip the developing countries with what they need in order to meet their own needs for training and manpower.

Characteristics of the programme

The NPT is a programme of South-North cooperation in which expertise from Dutch organizations is mobilized to strengthen institutional capacity in the South. This capacity must be relevant to the sectors and themes targeted for the Dutch bilateral support given to the countries in question. More general support for the higher education sector is also a possibility, as is support for projects which cut across the chosen sectors and themes.

The NPT is demand-driven and flexible, and it addresses local priorities. 'Ownership' on the part of stakeholders in the South is an important feature of the programme.

The involvement of local and/or regional expertise in the implementation of the NPT is encouraged. Local staff will be trained preferably in the region.

To achieve a good quality-price ratio, the contracts by which Dutch organizations provide the necessary services are awarded on a competitive basis. This is done through a public tender procedure in the Netherlands.

Target group

Support can be given to organizations in the South that play an important role in the development of post-secondary education and training capacity. These include institutions for post-secondary education, government ministries, national commissions, and NGOs.

Countries participating in the NPT programme

Benin, Colombia, Eritrea, Ethiopia, Ghana, Guatemala, Indonesia, Mozambique, Rwanda, South Africa, Tanzania, Uganda, Vietnam, Yemen, and Zambia

The 15 NPT countries and sectors or themes selected for support

One of the basic characteristics of NPT is that the programme addresses higher education and training capacity relevant to sectors and themes targeted for Dutch bilateral support. The NPT is also demand-oriented. This means that the relevant national authorities, the Netherlands Embassies and other stakeholders have a say in deciding the individual sectors and themes NPT supports in their country.

(See table on page 24)

| Country | Sectors, themes | | | | |
|--------------|-------------------------------|------------------------------|---------------------------|--------------------------|----------------|
| Benin | water | agriculture | | | |
| Colombia | environment | good governance | | | |
| Eritrea | to be determined | | | | |
| Ethiopia | higher education | | | | |
| Ghana | health | environment | polytechnic education | | |
| Guatemala | good governance | environment | | | |
| Indonesia | education | water | justice | | |
| Mozambique | higher education | | | | |
| Rwanda | rural economic transformation | justice and human rights | | | |
| South Africa | education | agriculture | | | |
| Tanzania | business environment | decentralization | | | |
| Uganda | justice, law and order | local government development | education | procurement | |
| Vietnam | health | water | forestry and biodiversity | higher education (theme) | |
| Yemen | water | education | health | good governance (theme) | gender (theme) |
| Zambia | education | vocational training | | | |

The Netherlands Fellowship Programmes (NFP) and the Netherlands Programme for Institutional Strengthening of Post-secondary Education and Capacity (NPT) are financed by the Netherlands Ministry of Foreign Affairs. The programmes are administrated by Nuffic in cooperation with Royal Netherlands Embassies and Consulates.

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Ideas and suggestions

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PDF

This NFP-NPT Newsletter can also be found at the website www.nuffic.nl/nfp-npt/pdf in portable document format (PDF).

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