

# Summary of the Theory of Change

## Orange Knowledge Programme

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This Theory of Change (ToC) of the Orange Knowledge Programme is based on analyses of the contribution of high quality, inclusive, post-secondary education to inclusive sustainable development. It presents the contexts in which the envisaged change takes place and describes the required interventions and desired outcomes.

This ToC describes the intervention logic at programme level as well as at country level. We will make it country-specific by adjusting the indicators and their targets for each country, and by making explicit the contribution of OKP to the thematic theories of change developed by the [Ministry of Foreign Affairs](#) (MFA) of the Netherlands for each priority themes of Dutch development cooperation.

With the Orange Knowledge Programme, we expect to see the following change: *Contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the OKP partner countries.*

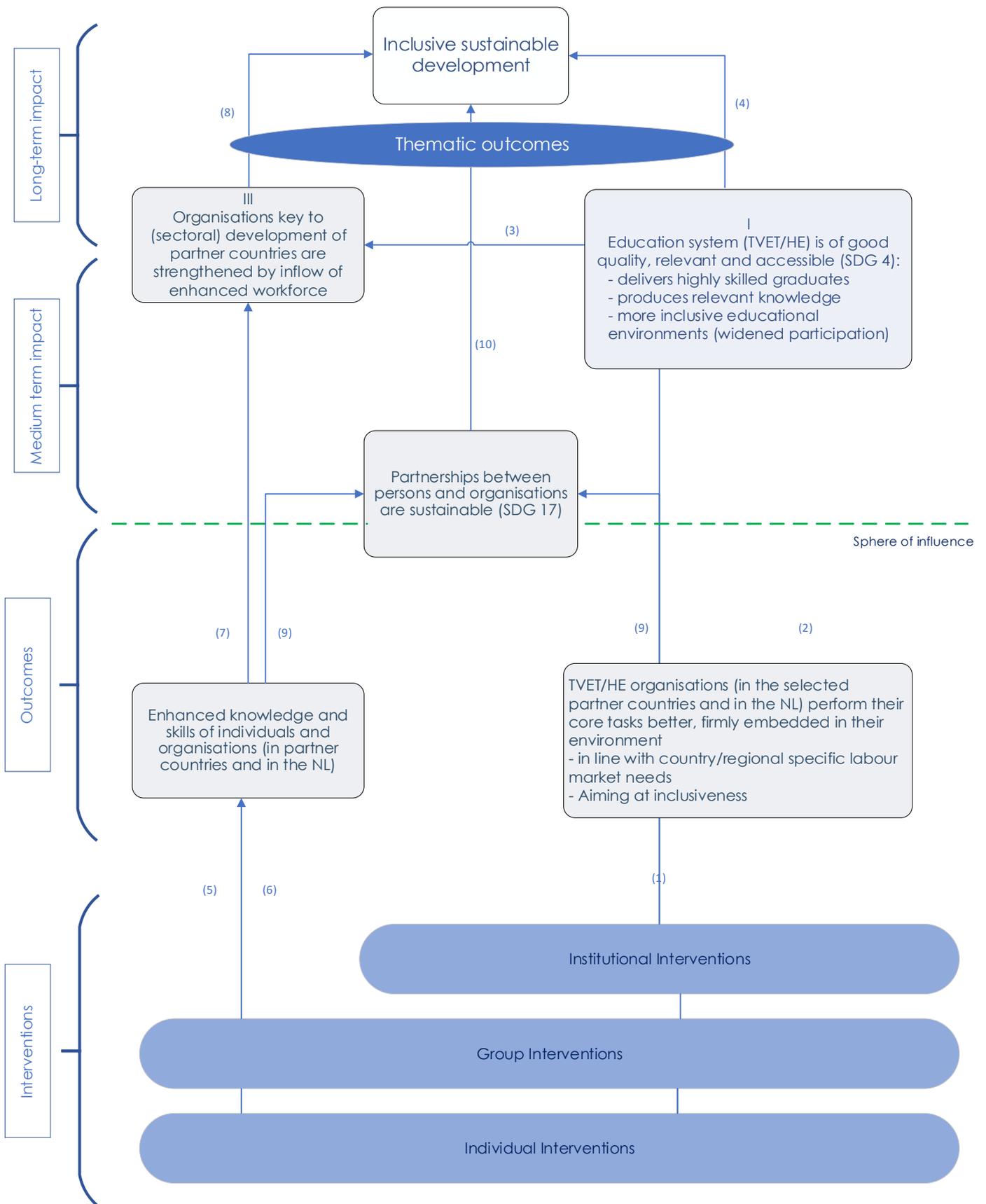
A backbone principle of the programme is reciprocity. Therefore, the starting point for collaborations within the programme is a development and learning process for all parties which should lead to sustainable partnerships. Long-term partnerships indeed benefit the establishment of trustful relationships between organisations, leading to mediation of tacit knowledge (i.e. communication and soft-skills, knowledge about structures and procedures etc.). It is this tacit knowledge that can trigger the change of mind-sets and thus lead to sustainable change/impacts at the supported institutions.

### **Outcomes**

In order to reach this vision, the programme will focus on the following medium and long-term outcomes:

- (I) education system (TVET/HE) is of good quality, relevant and accessible (SDG 4);
- (II) partnerships between persons and organisations are sustainable (SDG 17);
- (III) organisations key to (sectoral) development of partner countries are strengthened by inflow of enhanced workforce.

The chart on the next page illustrates the pathways of change: how the proposed interventions can lead to the desired medium and long-term outcomes. The assumptions underlying the pathways of change are represented on the chart by arrows (numbered 1 to 10) and further made explicit in the [full document](#). They are based on research and previous experience in the management of capacity development programmes. These assumptions are not to be confused with outcome and impact indicators. These are described in a separate document: the Monitoring & Evaluation (M&E) framework.



Compact (Plus) Programme Countries

Full Programme Countries