

# Colombia - Country Plan of Implementation Orange Knowledge Programme

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- I. Introduction
- II. Brief presentation of the OKP programme
- III. Current state of affairs
- IV. Identification of the needs (priority theme and education gap)
  - The selected priority theme
  - Analysis of the priority theme
    - The embassy's objectives relevant to the priority theme
  - The education and training gap in the priority theme
    - Structure and current status of the provision of post-secondary education for the priority theme
    - Analysis of the education and training gap for the priority theme
- V. Envisaged Theory of Change and outcomes
- VI. Articulation and calls
- VII. Indicative budget for the programme
- VIII. Coordination with other programmes
- IX. Monitoring programme progress

## List of abbreviations

ACR	Alta Consejería para la Reintegración
ASCUN	Association of Colombian Universities
CAN	National System of Accreditation
CESU	National Council for Higher Education
COLCIENCIAS	Administrative Department of Science, Technology and Innovation
CPI	Country Plan of Implementation
EKN	Embassy of the Kingdom of the Netherlands
ESAP	Escuela Superior de Administración Pública
FARC	Fuerzas Armadas Revolucionarias de Colombia
FODESEP	Fondo de Desarrollo de la Educación Superior
FNS	Food and Nutrition Security
HE	Higher Education
HEI	Higher Education Institutions
ICETEX	Colombian Institute of Educational Credit and Technical Studies Abroad
IWRM	Integrated Water Resources Management
MASP	Multi Annual Strategic Plan
MEN	Ministry of National Education
NFP	Netherlands Fellowship Programmes
NGO	Non-Governmental Organisation
NICHE	Netherlands Initiative for Capacity development in Higher Education
NWP	Netherlands Water Partnership
OECD	Organisation for Economic Cooperation and Development
OKP	Orange Knowledge Programme
SENA	National Training Service
SRHR	Sexual and Reproductive Health and Rights
SRoL	Security and the Rule of Law
TFPs	Technical and financial partners
TVET	Technical and Vocational Education and Training
UNILLANOS	Universidad de los Llanos
UTCh	Universidad Tecnológica del Chocó
WASH	Water, Sanitation and Hygiene

## I. Introduction

This document describes the purpose and intentions of the implementation of the OKP programme in Colombia. It follows on an identification process in which capacity needs in the country have been analysed in the light of the available information and discussions with stakeholders. This approach has helped to define the priority intervention area(s) and to formulate the outcomes to be achieved.

**A first version of this Country Plan of Implementation was published in July 2018. After President Duque took position in August 2018, the need was felt for a small adjustment of the text, taking into account the importance of the 'Orange Economy' for Colombia. This did not lead to a change of focus or expected impacts, but broadened the scope of the CPI. Please refer to Ch. IV and VII (new text in bold).**

The Dutch organisation for internationalisation in education (Nuffic), administers this programme on behalf of the Ministry of Foreign Affairs of the Netherlands. Nuffic is responsible for its implementation and follow-up in accordance with each Country Plan of Implementation (CPI).

## II. Brief presentation of the OKP programme

The Orange Knowledge Programme (OKP) is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements including increased involvement of alumni, attention to cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP 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.

The Orange Knowledge Programme will last for 5 years and will be implemented through three types of interventions:

- individual scholarships,
- group trainings and
- institutional projects focusing on sustainable improvement of technical and higher education capacity.

For further information on the OKP reference is made to annex 1.

### III. Current state of affairs

The World Bank's [systematic country diagnostic for Colombia](#) mentions impressive successes in reducing poverty and promoting shared prosperity during the last decade. Extreme poverty fell from 17.7 percent in 2002 to 8.1 percent in 2014, while total poverty (including moderate poverty) fell from 49.7 percent in 2002 to 29.5 percent in 2014. The decline implies that 6.2 million people left poverty in the period. Economic growth that led to job creation has been the main driver of poverty reduction and shared prosperity gains according to the World Bank<sup>1</sup>. The multidimensional poverty rate, which takes into account education, health, labour, childcare, and housing, has also experienced a remarkable decline from 49 percent in 2003 to 21.9 percent in 2014. Although inequality diminished slightly in the same period, Colombia is still Latin America's second most unequal country (after Honduras), with a GINI coefficient of 50.8 in 2016<sup>2</sup>. Inequality is a gender issue as labour force participation rates and wages are lower for women than for men. Inequalities also reflect low social mobility as opportunities for education and jobs are influenced by socio-economic backgrounds<sup>3</sup>.

#### Bilateral Cooperation<sup>4</sup>

One year after the start of the implementation of the peace agreement, its implementation shows a mixed picture. On the one hand, the demobilisation and disarmament of the FARC proceed smoothly. On the other hand, the violence continues in parts of the country, because of the presence of other armed groups.

In some areas, the violence has increased following the demobilisation of the FARC. Human rights defenders, social leaders, victims of the conflict and those who try to regain their land through the legal system are at risk in these regions. The transformation of these areas is a long-term process and requires an integrated approach, aimed at re-establishing governmental authority, socio-economic development and protection of human rights defenders and local leaders. The Dutch government considers vital that also the new government continues the effective implementation of the peace agreement.

The Netherlands is an important partner of Colombia in the peace process and navigates a constructively critical course with regard to the implementation of the peace agreement with the FARC; in particular by supporting the transitional justice mechanisms. Improving the human rights situation in the country is also a priority in the bilateral cooperation. In addition, the Netherlands supports the economic development with focus on various top sectors<sup>5</sup>, including logistics, water and agricultural sector. These sectors appear to be crucial in the development of the rural areas that suffered the most from the conflict and where large investments are needed, to promote sustainable socio-economic development and to remove the breeding ground for renewed conflict.

<sup>1</sup> World Bank. 2015. *Colombia - Systematic country diagnostic (English)*. Washington, D.C. : World Bank Group.

<sup>2</sup> <https://data.worldbank.org/indicator/SI.POV.GINI?locations=CO>;  
<http://unperiodico.unal.edu.co/pages/detail/despite-economic-growth-colombia-continues-to-be-one-of-the-most-unequal-countries-in-the-world/>

<sup>3</sup> [https://www.oecd-ilibrary.org/economics/towards-more-inclusive-growth-in-colombia\\_334902e0-en](https://www.oecd-ilibrary.org/economics/towards-more-inclusive-growth-in-colombia_334902e0-en)

<sup>4</sup> antwoorden op de schriftelijke kamervragen ingezonden op 6 december 2017 met kenmerk 2017Z17219.

<sup>5</sup> All priority top sectors can be found on the embassy's website (In Dutch):

<https://www.nederlandwereldwijd.nl/landen/colombia/zakendoen/topsectoren-en-colombia>

Dutch policy towards Colombia focuses on peace, security, democratisation, human rights, sustainable economic development and trade. The Dutch effort on private sector development is being continued, among other things on infrastructure, development of sustainable production chains, access to new markets, technical assistance to companies and support to educational projects.

### **NPT and NICHE**

The NICHE programme in Colombia, which started in 2009 and ended in 2015, supported the Embassy's and Colombian government's strategy to enhance security and rule of law in post-conflict regions through 1) providing the population with quality and relevant post-secondary education and training and 2) strengthening governmental presence in these areas. Gender and technical vocational education and training (TVET) were important issues across all policy themes. Despite the change of the Netherlands' development cooperation policy priorities, which led to the planned budget for NICHE Colombia being halved, it was still possible to develop a coherent programme, although with a smaller impact (only one region).

In 2015, all NICHE projects were concluded. The six projects have contributed to the objectives mentioned above through both short-term outputs (staff training, transfer of knowledge, curricula development) as well as longer-term outcome (organisational structure/ management transformation, organisational climate, institutional change). One of the projects supported the Escuela Superior de Administración Pública (ESAP) in providing online education in public administration for all the country's regions, serving all current and future civil servants. Apart from two projects that were developed in one post-conflict region with an academic and a TVET organisation, the Ministry of Education itself received support from NICHE in implementing its regionalisation strategy. This strategy showed positive results: the gross enrolment rate in higher education increased from 28.4% in 2005 to 45.5% in 2013, and the availability of higher education increased from 62% (693 municipalities) in 2010 to 75% (841 municipalities) in 2013. Although this cannot be attributed only to NICHE, the programme contributed to the regionalisation of higher education in Colombia (Please refer to annex 4 for the NPT/NICHE project list).

### *Impact and sustainability*

Nuffic visited Colombia in November 2016. The field trip was implemented almost a year after the last NICHE project was closed and aimed at collecting evidence for effectiveness, sustainability or even impact of NPT and NICHE projects. The NPT and NICHE programmes in Colombia had their own specificities, but both were aimed at contributing to the peace process by offering quality education in marginal and (post) conflict regions. In addition, both programmes included a specific component towards strengthening training of government officials at all levels and in all regions of the country.

In general, impressions of impact were positive, especially in the case of the NPT projects, that had been implemented and closed by 2011. An important conclusion therefore was that academic strengthening requires time and patience. Crucial factors for sustainability are not only commitment by university authorities and alignment with institutional strategies, but also

institutionalisation of systems and structures. Successful examples from the projects are e.g. the educational model for the reintegration of ex-combatants, adopted by the Ministry of Education (an NPT project), the intercultural teaching methodology (Ruta de formación diferencial or 'Tropenbos methodology') and the pedagogical model for new instructors, both adopted by SENA at national level (an NPT and a NICHE project).

Gender was commonly present in most testimonials and often mainstreamed in structures and institutions. However, recent developments in Colombia caused a setback as political lobby against the peace accords depicted gender and inclusion policies as a threat to family values. The University Network for Gender Equality is a result of a NICHE project and is actively lobbying to reverse this trend. Hopefully, the NPT and NICHE projects have formed enough critical mass to further bridge the gender gap.

The NPT and NICHE programmes contributed to enhance access to quality higher education in marginalised areas of Colombia. Even though the national policy of the Ministry of Education changed, regional universities such as UTCH and UNILLANOS continue to offer higher education towards the regions through their own regional campuses and distant education. Universidad Nacional also shows a very interesting and effective strategy to offer quality higher education in remote areas which otherwise would not have had access. NPT and NICHE projects in SENA and ESAP have been institutionalised and have their impact in all regional centres in all remote areas of Colombia. Finally, the project with ACR (Alta Consejería para la Reintegración) lead to an educational model that offers adult education to the most vulnerable groups in the most violent regions of Colombia.

### NFP

In spite of Colombia being a Spanish language country, participation in the Netherlands Fellowship Programmes is considerable and growing:

2015	2016	2017
21 scholarships	22 scholarships	28 scholarships
EUR 308.098	EUR 418.380	EUR 627.859
4 TMTs	1 TMT	2 TMTs
EUR 272.259	EUR 63.674	EUR 146.33
TMT co-funding: EUR 19.900	TMT co-funding: EUR 18.518	TMT co-funding: EUR 22.810

Scholarships have been awarded mainly in the following themes:

Water	38 individual and 3 group trainings
SRoL	19 individual and 2 group trainings
FNS	13 individual and 2 group trainings

NFP fellowships and national programmes such as the Colfuturo loan-scholarship programme have contributed to a large and very active Holland Alumni network in Colombia.

#### IV. Identification of the needs

This section describes the main outcomes of the needs assessment and covers the gender/inclusion and labour market situation in relation to post-secondary education in the context of the selected priority themes.

The identification process was based on desk study and consultation of EKN and ICETEX through various conference meetings. No scoping mission was implemented in view of the limited budget available and the strong existing relations.

##### **The selected priority theme: Security and the rule of law (SRoL)**

Security & Rule of Law aims to increase legitimate stability in fragile states by preventing and resolving violent conflict, protecting people and promoting sustainable development. This stability should evolve from social cohesion between groups in society, thanks to improved rule of law, human security, employment, basic services and inclusive state- and peace-building<sup>6</sup>.

For Colombia more specifically: social and economic reconstruction is chosen as long-term impact: **peace building through rural economic development in water, agriculture** (refer to annex 2 and 3). This is also called 'Peace dividend' and was in fact the strategy chosen for the former programmes NICHE and NPT.

This priority has been confirmed during the Conference: 'Blik op Colombia, 1 jaar na het vredesakkoord', on 5 February 2018 in The Hague:

- Absence of the state is an important factor in many rural areas that prevents developments. Not only safety but also the infrastructure and economic possibilities must be picked up by the government.
- The rural regions must have more face and political voice. More budget must also be made available by the central government for the regions to be able to implement a 'Marshall Plan' project and stimulate development.
- Theme: rural economic development:
  - ✓ Land rights are crucial for rural economic development.
  - ✓ The government is absent in many regions. By installing governance, an integrated approach can ensure economic development in rural areas. This must come from the central government.
  - ✓ The implementation of the peace agreement must continue to be able to see changes. Everyone looks at the central government for this, while the interests are at the local level.
  - ✓ Conversion from coca growing to other crops is necessary, but there are not enough incentives now.
  - ✓ Better cooperation with regard to economic interests and projects in Colombia, of both Colombia and NL, to be more effective.

**In November 2018 an additional area was chosen for OKP following new priorities from the new Colombian government: the 'Orange Economy' equally contributing to peace building.**

<sup>6</sup> <https://www.dutchdevelopmentresults.nl/theme/srol>

The embassy's objectives, relevant to the priority theme:

EKN Bogotá's annual plan 2018 indicates (a.o.) the following priorities for 2018:

*The bilateral agenda with Colombia is broad-based with a focus on continuing the support for the peace process, human rights, economic diplomacy and trade promotion with emphasis on six top sectors (among which water), the neighbouring relations between Colombia and the Caribbean countries of the Kingdom and on social consular service. General elections resulting in a new government imply the need to invest in a new network of contacts in the public sector.*

Peace, security and stability

*The Netherlands will continue its active role in the peace process, accompanying the peace negotiations with ELN as member of GPAAC and supporting the implementation of the peace agreement with FARC, through the EUTF, MAPP-OAS, supporting transitional justice and land registration, in close coordination with COL authorities and other donors.*

- *Active support to rural development in post conflict areas by defining opportunities for Dutch private sector and knowledge institutes, strengthening sustainable production chains and improving access to markets.*

For water, EKN developed a Delta cooperation plan between Colombia and the Netherlands based on the following two International Water Ambition (IWA) objectives<sup>7</sup>:

1. *Contributing to water safety and water security worldwide in urban deltas and supply systems (total approach to water challenges)*
2. *Increasing the international turnover of the Dutch water sector (business perspective and local ability to achieve results).*

As of 2018 focus is more specifically on three themes:

**Integrated Water Resource Management (IWRM)**

- Coastal erosion and dredging
- Flood risk management (Room for the River) and ecological restoration
- Water and agriculture
- Climate adaptation

**Water technology**

- Water and agriculture

**Transport, logistics and port development**

- Colombia NL logistics cooperation (triple helix), with focus on one project/corridor
- Navigability of the Magdalena river
- Restoration Canal del Dique
- Agro-logistics
- Sustainable port development.

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<sup>7</sup> Delta Cooperation Work Plan Colombia – The Netherlands 2018-2019, EKN Bogotá, 2018

## Peace building through rural economic development in water and agriculture

While the share of agriculture in GDP has declined from 16.5% in 1990 to 5.2% in 2013, it remains a key sector in terms of employment, although this too has decreased from a 26% share in 1990 to 17.5% in 2013. Agricultural exports currently represent approximately 11% of total Colombian exports. Annual growth rates of the value of agricultural production have fluctuated significantly over the last two decades, with a relatively low growth rate of 1.6% since 1990 compared to other Latin American economies (e.g., 5.1% and 4.1% for Peru and Brazil, respectively). The relative importance of the livestock sector has increased while crop production has declined. Agricultural labour productivity has been improving, but the pace of growth has been decelerating since the mid-2000s<sup>8</sup>.

Inequality is a gender issue as labour force participation rates and wages are lower for women than for men. Inequalities also reflect low social mobility as opportunities for education and jobs are influenced by socio-economic backgrounds. More targeted programmes are necessary to increase education enrolment rates of disadvantaged children in less developed regions. To help restore regional equity and support inclusive growth, further progress is needed in upgrading productivity and performance in the agricultural sector. More than 40% of land ownership continues to be informal, signalling the need for effectively strengthening land rights, improving access to land and modernising production strategies. Better transport and communication links between Colombian cities and regions are also necessary to boost domestic trade and productivity, as well as a more holistic approach to rural development to facilitate access to key services, including health, and build local capacities<sup>9</sup>.

Colombia's National Development Plan 2014-2018 identifies territorial, agricultural and environmental development as key priorities for inclusive growth. The Plan defines specific strategies and targets for the six regions of Colombia, as well as policies to deepen territorial integration through further investment in infrastructure and innovation<sup>10</sup>.

The peace agreement that entered into implementation one year ago, heavily leans on rural development, in order to reverse the adverse effects of conflict. It seeks to eradicate extreme rural poverty and reduce rural poverty by 50 percent within 10 years, to promote equality, the closing of gaps between urban and rural areas, the economic recovery of the Colombian countryside, and to develop small scale, family and community agriculture<sup>11</sup>. However, the slow pace of implementation of the agreements especially with regard to an integrated land reform, is worrying.

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<sup>8</sup> [Colombia: Policy Priorities to Boost Productivity and Social Inclusion 2014](#) © OECD 2014

<sup>9</sup> Ibidem

<sup>10</sup> [Plan Nacional de Desarrollo 2014-2018](#)

<sup>11</sup> [http://www.altocomisionadoparalapaz.gov.co/herramientas/Documents/The\\_Colombian\\_Peace\\_Agreement\\_the\\_opportunity\\_to\\_build\\_pace.pdf](http://www.altocomisionadoparalapaz.gov.co/herramientas/Documents/The_Colombian_Peace_Agreement_the_opportunity_to_build_pace.pdf)

## The Orange Economy

The orange economy generally includes a wide range of creative fields that centre on intellectual property, digital development, design, research, and the arts and was one of President Iván Duque's key proposals during his campaign.

According to government figures, the orange economy currently accounts for some 800,000 jobs in Colombia and 3.4% of the nation's overall gross domestic product (GDP) (about 6 percent of the world's GDP).

Colombian president Iván Duque proposes a five-year income tax exemption for new entrepreneurs in the nation's so-called "orange economy" creative sector. The plan is to offer the exemption to companies that will generate a set minimum number of jobs.

In addition, the government has made available "orange" lines of credit of up to \$125,000 USD (400 million pesos) through national development bank Bancóldex, the government is working on multiple initiatives to help kickstart greater growth in key digital areas that it has set as target areas to contribute more to the economy.<sup>12</sup>

The national policy document<sup>13</sup> for the development of the Orange Economy identifies the need to strengthen specific capacities:

- Capacities for creative innovation and excellence
- Technical, technological, specialised and professional capacities
- Capacities in crafts to encourage generational change
- Managerial capacities
- Capacities for promotion and marketing
- Capacities for reception and consumption
- Leadership and empowerment

## The education and training gap in the priority theme

Structure and current status of the provision of post-secondary education in the priority theme selected

Juan Manuel Santos' government has repeatedly indicated the aim to make Colombia the best educated country in Latin America by 2025. The President's National Development Plan for 2014-2018, Todos por un nuevo país ("All for a New Country") keys on education as one of its three main pillars, along with peace and equity.<sup>14</sup> Priorities of elected president Ivan Duque, who will take office on 7<sup>th</sup> August with regard to education are yet to be established.

Colombia has a well-developed higher and professional education system, but quality varies between institutions and between regions. In 2016 there were 288 Higher Education Institutions (HEI), between universities and technical/professional institutions, with 2.394.434 students registered.<sup>15</sup> An indicator of increasing quality of higher education is demonstrated

<sup>12</sup> <https://www.investincolombia.com.co/news/943-what-is-the-orange-economy.html>

<sup>13</sup> Bases para el desarrollo de la política integral de la economía creativa – política naranja

<sup>14</sup> <http://monitor.icef.com/2017/05/colombia-aims-move-higher-education-reforms-forward/>

<sup>15</sup> [Resumen de indicadores de educación superior](#)

by the fact that while the number of lecturers increased between 2010 and 2016 with 146%, the number of lecturers with a Master's or PhD degree more than doubled (205%). The number of students increased in the same period with 140%.<sup>16</sup>.

Enrolment figures show a 50-50 distribution of students in public and private institutions and distribution between female and male students is 53:47. 30% of students is enrolled in technical (26%) or technical professional education (4%) and the remaining 70% in university education (63% pre-graduate and 7% post-graduate).<sup>17</sup>.

The Higher Education system in Colombia is governed by the Ministry of National Education (MEN), under the Vice-Minister for Higher education. However, the governing structure is extremely complicated, according to the 2016 OECD evaluation.<sup>18</sup> Next to the MEN, the National Council for Higher Education (CESU) provides advise to the ministry; CONACES is responsible for evaluation of basic requirements and CNA for high quality accreditation. COLCIENCIAS coordinates national policy on science, technology and innovation; FODESEP funds special projects for Higher Education Institutions (HEI) whereas ICETEX provides students loans. The association of Colombian Universities (ASCUN) represent the universities. Finally, SENA, the National Training Service, organises 58% of all technical and technical professional education in the country and falls under the Ministry of Labour.<sup>19</sup>.

#### Analysis of the education and training gap for the priority theme

Quality and access to higher education are crucial issues for Colombia. In spite of its well-established and well-regarded higher education system, Colombia is one of the ten most unequal countries in the world in terms of access. Public funding of institutions is very uneven and only 9% of children from poor backgrounds go on to tertiary education, while the percentage is 53% for children from wealthy families.<sup>20</sup> The dichotomy between urban and rural areas is extreme: In Colombia, three out of ten children from rural areas have never attended school and about seven out of ten have been unable to complete their studies.<sup>21</sup>. This situation persists, in spite of important improvements as result of well-established student loan scheme and scholarship initiatives. ICETEX loans for the poorest students increased from 5% in 2002 to 20% in 2014.<sup>22</sup> Making up the balance of his education policy, President Santos indicated on 18 July 2018, that participation in higher education increased from 37% in 2010 to 53% in 2017. An important strategy for achieving inclusion was the programme 'Ser Pilo Paga', which permitted 40.000 children from poor backgrounds with excellent academic performance to study in accredited Colombian universities.<sup>23</sup> Despite increasing improvements in the field of education, more efforts must still be made.

<sup>16</sup> Ibidem

<sup>17</sup> Ibidem

<sup>18</sup> OECD (2016), *Education in Colombia*, Reviews of National Policies for Education, OECD publishing, Paris, <https://doi.org/10.1787/9789264250604-en>.

<sup>19</sup> Ibidem

<sup>20</sup> *ICEF monitor*, 23 May 2017; *OECD, 2016: Education in Colombia*. Highlights

<sup>21</sup> Reliefweb: *Education: the hope of rural Colombia*, 11 April 2018

<sup>22</sup> OECD (2016), *Education in Colombia*, Reviews of National Policies for Education, OECD publishing, Paris, <https://doi.org/10.1787/9789264250604-en>.

<sup>23</sup> <https://www.mineducacion.gov.co/portal/salaprensa/Noticias/371361:El-Gobierno-impulso-la-educacion-como-factor-para-generar-progreso-bienestar-y-paz-a-los-colombianos-presidente-Juan-Manuel-Santos>

OECD analysis of Colombian education concluded that Technical and Technological programmes are under resourced and often of poor quality and relevance. They are also hampered by the fragmentation of the VET sector, with SENA programmes following different regulations and standards<sup>24</sup>.

## V. Envisaged Theory of Change and outcomes

Based on the analysis of needs and the consultations with the stakeholders, a theory of change for Colombia for Security and the Rule of Law has been formulated. This ToC is based on the general [OKP ToC](#) and describes the way the OKP programme will contribute to the Dutch development cooperation policy as described [here](#). The OKP M&E framework is intended to make clear that all interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Ministry of Foreign Affairs (<https://www.dutchdevelopmentresults.nl/theme/>).

The OKP programme in Colombia aims at the following **long-term impact**:

**Social and economic reconstruction: Income generating and livelihoods opportunities to prevent the (re)occurrence of conflicts, instability or irregular migration.**

The following **medium-term impact** will contribute to this:

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

This will be achieved by the following **outcomes**:

- A. TVET/HE organisations (in the selected partner countries and in NL) perform better their core tasks, firmly embedded in their environment (in line with country / regional specific labour market needs & aiming at inclusiveness);
- B. Enhanced knowledge and skills of individuals and organisations in line with country / regional specific labour market needs & aiming at inclusiveness (in partner countries and in the NL).

Annex 2 describes the Theory of Change for the OKP in Colombia.

Annex 3 provides an M&E matrix presenting the expected outcomes and connected indicators for the OKP country programme.

<sup>24</sup> OECD (2016), *Education in Colombia*, Reviews of National Policies for Education, OECD publishing, Paris, <https://doi.org/10.1787/9789264250604-en>

## VI. Articulation and calls

The OKP offers different kind of capacity building interventions (see Annex 1):

1. partnership projects between TVET and higher education institutions locally and in the Netherlands;
2. Tailor-Made Training (TMT) for groups;
3. individual scholarships for mid-career professionals;
4. Alumni events.

Nuffic will publish calls for individual scholarships, institutional cooperation projects and group training. Based on those calls key organisations in Colombia and in the Netherlands are invited to submit proposals that are aligned with the CPI and contribute to the ToC outcomes and impact in annex 2 and 3. Please refer to the [policy framework](#) that underlies the OKP and an [explanation of the various modalities](#).

For scholarships, please consult the [OKP scholarship website](#). For updates on calls and other OKP information, please register via the [OKP updates website](#).

The OKP aims at strengthening sustainable partnerships. Colombia en The Netherlands have a long history of cooperation of TVET and higher education institutions especially in developing TVET and higher education capacity in water and agriculture in marginalised areas. OKP Colombia wants to build upon this history and capitalise on prior efforts. Consortia of Dutch and Colombian partners are invited to present their joint proposals for institutional cooperation and for tailor-made trainings to contribute to peace building through rural, economic development, specifically taking into account inclusion of marginalised groups and regions.

Preliminary planning of implementation:

Step	Date
CPI published on Nuffic website	31 July 2018
Call for TMT	4Q2018
Call for joint institutional proposals	1 September
Call for individual scholarships	Please consult the <a href="#">OKP scholarship website</a>

## VII. Indicative budget for the programme

As a general indication, the agreed budget over the term of the programme is as follows:

<i>Period of implementation</i> 2018 – 2022:	SRoL	<b>allocated until 31/12/2018</b>	<b>Reallocated budget 2019- 2021 <sup>25</sup></b>
Institutional projects	1,300,000	<b>976,051</b>	<b>n.a.</b>
Group training	400,000	<b>74,897</b>	<b>325,103</b>
Individual scholarships	1,300,000	<b>976,051</b>	<b>621,892</b>
Alumni events	PM	<b>PM</b>	<b>PM</b>
<b>Total</b>	<b>3,000,000</b>	<b>2,053,005</b>	<b>946,995</b>

Note: The funds allocated to the programme as a whole and to each partner country's programme may be subject to change, and this may affect the above indicative budget. The budget may also change in line with political decisions taken by the authorities. In consequence, Nuffic reserves the right to adjust this indicative budget and undertakes that, in this event, it will notify the relevant parties immediately.

OKP promotes co-funding and matching of funds. Colombia is classified by the OECD as a UMIC<sup>[1]</sup> (Upper Middle Income Country). Proponents applying for Tailor Made Trainings and Institutional Collaboration projects are required to include co-funding in their proposals. This will contribute to reciprocity and ownership of results established within the collaboration between all partners. Integration of co-funding in the breakdown of budgets will be one of the assessment criteria in the selection of proposals.

For Colombia Nuffic will introduce a minimum level of co-funding as mandatory for applications as follows:

<b>% of Co-funding</b>	<b>In 2018</b>	<b>In 2019</b>	<b>In 2020</b>	<b>In 2021</b>
Colombia	10%	20%	25%	25%

Nuffic is in the process of signing an MoU with the Colombian government (via ICETEX) for matching scholarships and possibly other joint activities.

In forthcoming calls, more information will be given on the specific demands for co-funding.

<sup>25</sup> Please note that the remaining budget under institutional collaboration projects has been reallocated for individual scholarships

<sup>[1]</sup> OKP countries are classified in accordance with the list of Development Assistance Committee ([DAC list](#)) of the OECD.

## VIII. Harmonisation and coordination with (inter)national projects and programmes

This section describes the strategy adopted to ensure that OKP activities are being identified and implemented in coordination with programmes conducted by the EKN, national government, NGOs and technical and financial partners (TFPs).

In consultation with the embassy, Nuffic will organise monitoring missions during which meetings will be arranged with the relevant authorities and other stakeholders (TFPs, NGOs, the private sector, etc.), for the purpose of discussing any contextual changes that could impact the implementation of the OKP programme.

Being an UMIC, Colombia is a modest ODA recipient (1.73% of gross capital formation) in 2015)<sup>26</sup>. The following donor programmes are most relevant for harmonisation with OKP:

USAID's Rural and Economic Development Office (RED) is laying the groundwork for a sustainable peace by strengthening rural producer associations and value chains; increasing rural financial inclusion; promoting equitable and secure land tenure; and strengthening community organisations to help them become more effective advocates for their development priorities and participants in peace implementation<sup>27</sup>.

GIZ: Promoting sustainable economic development: Local, regional and national stakeholders jointly develop models for inclusive and sustainable economic development in post-conflict regions. They incorporate lessons learned into the restructuring of policy and promotion programmes.

Alliances between local, regional and national stakeholders in the departments of Meta and Norte de Santander use specific examples to show how green and inclusive economic development can be achieved in rural areas (2014-2018)<sup>28</sup>.

IDRC (International Development Research Centre, Canada): In a post-conflict Colombia, policies to promote social and economic inclusion will be key to the country's future. Current IDRC-funded research is providing the crucial knowledge needed to foster citizens' involvement, provide more opportunities for smallholder farmers, and create more jobs for women and youth<sup>29</sup>.

EU Trust Fund for Colombia: The European Union launched a Trust Fund in support of Colombia's post-conflict peace building efforts on 12th December 2017. It will support people of Colombia at local level with a focus on most affected rural areas. The EU Trust Fund is set to have close to €95 million at its disposal. The Trust Fund will help to support the implementation of the peace agreement in the early recovery and stabilisation post conflict. The overall aim is to help Colombia to secure a stable and lasting peace, to rebuild its social and economic

<sup>26</sup> <https://www.indexmundi.com/facts/indicators/DT.ODA.ODAT.GL.ZS/rankings>

<sup>27</sup> <https://www.usaid.gov/documents/1862/rural-and-economic-development-office-red-fact-sheet>

<sup>28</sup> <https://www.giz.de/en/worldwide/35167.html>

<sup>29</sup> <https://www.idrc.ca/en/what-we-do/regions-and-countries/latin-america-and-caribbean/colombia>

fabric, and to give new hope to the people of Colombia. Priority will be given to rural areas, which have been disproportionately affected by the conflict<sup>30</sup>.

## **IX. Monitoring programme progress**

The organisations taking part in the OKP programme are asked to report on the progress of their projects and scholarships using a Results Oriented Monitoring tool. They will also record their successes and setbacks so that lessons can be learned from them as part of an organisational learning approach.

Nuffic will monitor and evaluate the OKP at programme level and will regularly discuss progress with EKN and other stakeholders, especially regarding the progress achieved related to the outcomes indicated above and the successes and failures, together with suggestions for remedying setbacks and, if possible, redefining strategies and adjusting forecasts in line with the targeted outcomes.

If necessary, for example in the event of major changes, Nuffic will discuss proposed adjustments to the CPI with the embassy and other stakeholders which may lead to an adjusted CPI.

## **Annexes**

- Annex 1. Brief presentation of the OKP programme
- Annex 2. Theory of Change for the OKP programme in Colombia
- Annex 3. Matrix of OKP programme outcomes and impact indicators
- Annex 4. NICHE/NPT project list

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<sup>30</sup> [https://ec.europa.eu/europeaid/eu-trust-fund-colombia\\_en](https://ec.europa.eu/europeaid/eu-trust-fund-colombia_en)

## Annex 1. Brief presentation of the OKP programme

The Orange Knowledge Programme (OKP) is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements including increased involvement of alumni, attention to cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP 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.

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

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

Reference is being made to the [Theory of Change for the OKP programme](#).

The programme will be implemented through three types of interventions:

- individual scholarships,
- group trainings and
- institutional projects.

In Colombia the three instruments will be offered in the form of an integrated approach.

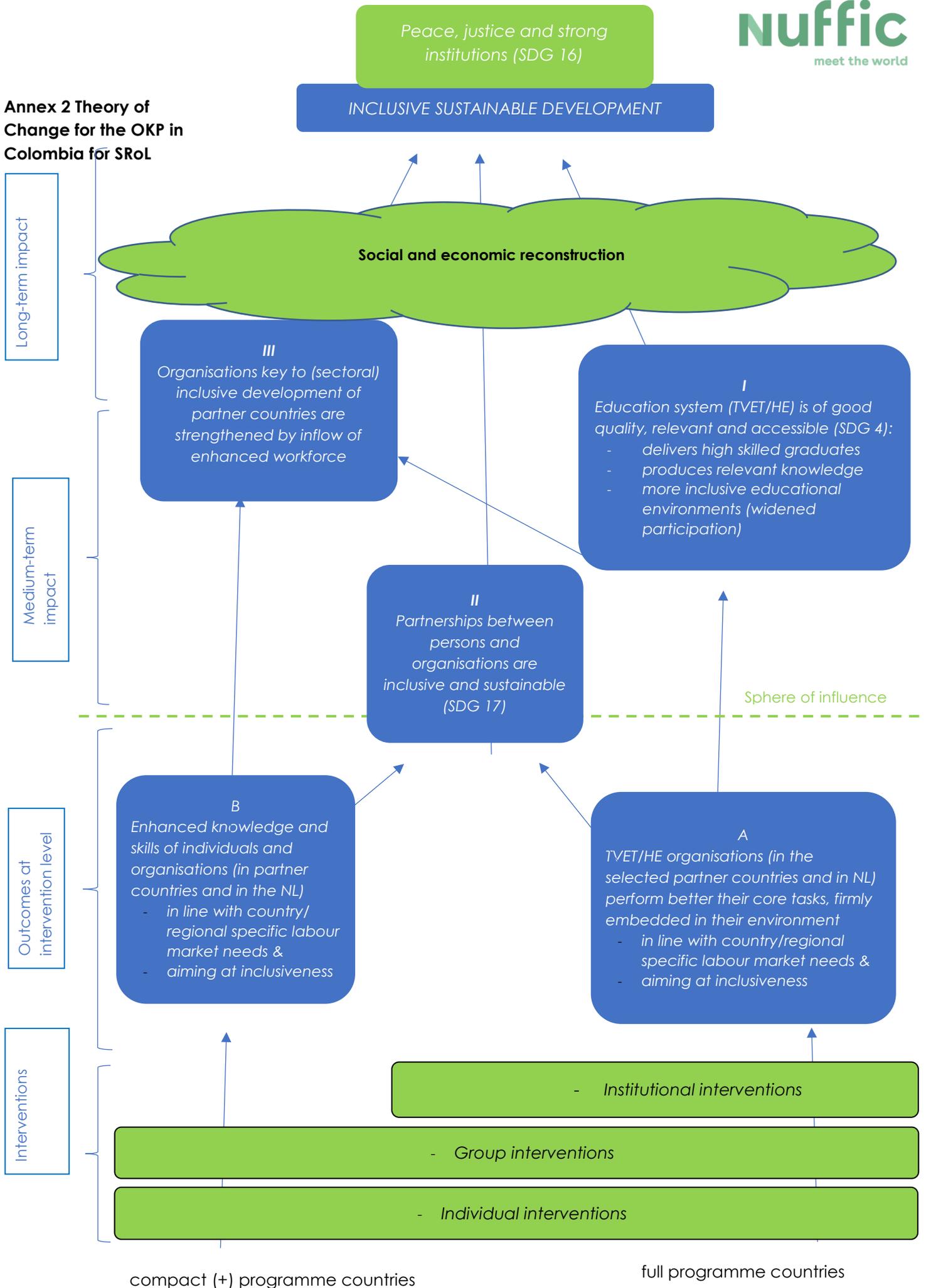
The following basic principles govern the programme:

- *Innovation:*  
Is key to the development and implementation of the programme and is incorporated in all aspects of the programme.
- *Reciprocity and equality:*  
More attention should be devoted to reciprocity and ownership should shift to the Technical and Vocational Education and Training and Higher Education (TVET/HE) organisations in partner countries. This means that the Southern partners play an active role in the design of collaboration projects, both as submitters and as reporters of progress. The new programme will also provide more opportunities for the joint financing of scholarships, training programmes or projects with the Southern region partners, reinforcing ownership and involvement.
- *Flexibility:*

This concerns flexibility in implementing the programmes as far as themes, countries, duration and financing methods are concerned, depending on the demand and the context. Flexibility is also required in any modifications that need to be made in response to changes in the context within which the programme is implemented.

- *Demand-driven approach:*  
Is key with regard to ownership, sustainability and the efficient use of resources. Important components include collaboration between Southern and Northern institutions, a comprehensive analysis based on available knowledge and reports, and the use of alumni.
- *Complementarity:*  
The Knowledge Development Programme must be closely aligned with other centralised and decentralised programmes.
- *Co-financing:*  
Where worthwhile and possible, the programme must stimulate co-financing.
- *Inclusion:*  
The programme provides opportunities for marginalised and discriminated groups and integrates a gender perspective.
- *Focus on results:*  
The programme focuses on presenting results stemming from knowledge development at individual, institutional and group levels.
- *Alumni:*  
The programme creates a connection between knowledge professionals in the Southern region and the Netherlands. The new programme therefore places greater emphasis on alumni policy in all instruments.

**Annex 2 Theory of Change for the OKP in Colombia for SRoL**



### Annex 3. Monitoring & evaluation matrix for the OKP programme in Colombia

- This matrix is intended to make clear that all water interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Dutch Ministry of foreign affairs (<https://www.dutchdevelopmentresults.nl/theme/srol>);
- It is important to be aware that this matrix is subject to adjustments, in line with the Dutch development policy;
- When designing an OKP/SROL intervention, projects have to **contribute at least to one long term impact**;
- The **indicators in bold** are compulsory;
- Nuffic is currently developing an online instrument based on this matrix intended to facilitate the monitoring and evaluation of OKP projects;
- When calls for proposals will be published per country, this matrix can be made more specific by focussing on specific long-term impact or choosing more compulsory indicators, depending on the country focus.

Objective:			
Contribute to promoting just, peaceful and inclusive societies and achieving legitimate stability through the strengthening of capacity, knowledge and quality of individuals as well as organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE) in OKP partner countries.			
Long-term impact at programme level (link with SROL ToC)			
Long term impact	Long term impact indicator	Medium-term indicator	Outcome indicator (at project level)
<b>4. Social and economic reconstruction:</b>  <b>Income generating and livelihoods opportunities to prevent the (re)occurrence of conflicts, instability or irregular migration</b>	People have less personal grievances regarding income or livelihoods due to an increased ability to meet household needs.	<ul style="list-style-type: none"> <li>- number and % of programme beneficiaries who started a business / self-employment activity and sustained it six months after they started</li> <li>- number and % of programme beneficiaries who indicate that their business / self-employment activities (which existed already before the grantees' interventions) have grown over the last 6 months</li> <li>- number and % of trained/supported programme beneficiaries who have become employed</li> <li>- number of direct jobs supported by targeted companies</li> <li>- number and % of communities in programme areas that have adopted and are implementing livelihood protection strategies</li> </ul>	<ul style="list-style-type: none"> <li>- number of people with improved income in fragile and conflict-affected states</li> <li>- number of people using new or improved water points in fragile and conflict-affected states</li> <li>- direct jobs supported</li> <li>- number of people supported to improve their income/ livelihood opportunities</li> </ul>

Medium-term impact	Indicator
<p><b>I. Education system (TVET/HE) is of good quality, relevant and accessible</b></p> <ul style="list-style-type: none"> <li>- <b>delivers high skilled graduates</b></li> <li>- <b>produces relevant knowledge</b></li> <li>- <b>more inclusive educational environments (widened participation)</b></li> </ul>	<ul style="list-style-type: none"> <li>→ <i>Education</i> <ul style="list-style-type: none"> <li>- <b>number of knowledge institutions that perform better</b></li> <li>- <b>number of graduates (self) employed (male/female)</b></li> <li>- number of jobs supported/created</li> <li>- number of revised/newly developed curricula in NL and/or Southern partner organisation that integrate research results</li> <li>- number of knowledge institutions with an increased participation of students from minorities</li> <li>- education system represents needs of labour market/gender</li> <li>- graduate satisfaction (employed/non employed/self-employed) (male/female)</li> <li>- <b>employers' satisfaction over the graduates' skills and knowledge</b></li> </ul> </li> <li>→ <i>Research</i> <ul style="list-style-type: none"> <li>- number of research results/contributions translated into policy advice at national, regional or local level</li> </ul> </li> <li>→ <i>Society</i> <ul style="list-style-type: none"> <li>- <b>number of beneficiaries reached with knowledge, skills and techniques (indirectly**)</b></li> <li>- number of services to community (indirectly**)</li> <li>- number of businesses co-investing in activities</li> <li>- number of improvements in (inter)national policies/laws (indirectly**)</li> </ul> </li> </ul>
<p><b>II. Partnerships between persons and organisations are inclusive and sustainable</b></p>	<ul style="list-style-type: none"> <li>- <b>number of MoUs or other types of formal collaboration agreements exist 1, 3, 5 years after end of project</b></li> <li>- number of joint (research) proposals submitted and financed</li> <li>- number of joint publications</li> <li>- number of joint/double degrees offered</li> <li>- <b>number of academic staff of partner country still cooperates with academic staff of other education organisation(s)</b></li> <li>- number of scholarship holders that became members of the alumni association of their host university (of applied sciences) (male/female) (NL/other)</li> <li>- number of Dutch training education organisations that have improved their training methods</li> <li>- number of staff of Dutch training education organisations that have gained new insights and ways of working</li> </ul>
<p><b>III. Organisations key to (sectoral) inclusive development of partner countries are strengthened by</b></p>	<ul style="list-style-type: none"> <li>- <i>Individual</i> <ul style="list-style-type: none"> <li>- <b>% of alumni who state that they have applied in their workplace the knowledge and skills gained from the interventions</b></li> <li>- % of alumni promoted to more strategic positions within their own organisation or other organisation</li> <li>- narratives from alumni on policy and procedural changes, inclusive development, and innovations as a result of interventions</li> </ul> </li> </ul>

<b>inflow of enhanced workforce</b>	<ul style="list-style-type: none"> <li>- Organisational</li> <li>- % employer satisfaction on suitability of the training for the organisation</li> <li>- <b>% of alumni still employed by the organisation that nominated them</b></li> <li>- <b>% employers that states that their department/organisation has become more effective because of OKP intervention</b></li> <li>- % of alumni who have applied the acquired knowledge and skills within their working environment</li> <li>- testimonials from employers on organisational changes (implemented procedure/techniques, work ethic etc. due to trained staff (critical mass))</li> </ul>
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\* Direct: target group who have been reached during project period by the new or revised outreach programme or have followed the new or revised curricula/short courses.

\*\* Indirect: target group reached beyond the project period by graduates of the new or revised curricula/short courses.

Outcomes at project level	
Outcome	Indicator
<b>A. TVET/HE organisations (in the selected partner countries and in NL) perform better their core tasks, firmly embedded in their environment, in line with country/regional specific labour market needs &amp; aiming at inclusiveness</b>	<ul style="list-style-type: none"> <li>→ <i>Education</i> <ul style="list-style-type: none"> <li>- <b>number of knowledge institutions supported directly</b></li> <li>- increased participation of students from minorities</li> <li>- <b>number of teachers/ trainers have gained qualitative and relevant knowledge and skills to develop and offer the revised/developed study programmes (# trainers trained, male/female/minorities/PhD/MSc/short training)</b></li> <li>- number of graduates delivered (male/female/minorities degree/non-degree) (directly*)</li> <li>- number of curricula for degree, non-degree and short courses revised/newly developed</li> <li>- number of students enrolled in revised/newly developed study programmes (male/female)</li> <li>- student satisfaction (male/female)</li> </ul> </li> <li>→ <i>Research</i> <ul style="list-style-type: none"> <li>- number of research strategies/agenda/methodologies revised/strengthened and implemented</li> <li>- number of relevant publications (level, gender, inclusion)</li> <li>- number of relevant innovations</li> </ul> </li> <li>→ <i>Society</i> <ul style="list-style-type: none"> <li>- number of beneficiaries reached with knowledge, skills and techniques (directly*)</li> <li>- number of MoUs or other types of collaboration agreements signed (education, private, public, surrounding community) (in NL, own country, other country)</li> <li>- number of students performing an internship or practical work (male/female)</li> <li>- number of SMEs supported</li> <li>- number of improvements in (inter)national policies/laws (directly*)</li> </ul> </li> <li>→ <i>Organisational</i> <ul style="list-style-type: none"> <li>- <b>improved gender equality and gender awareness in the knowledge institution</b></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- number of organisations revised/developed and implemented a strategic plan</li> <li>- number of organisations revised/developed institutional mechanism for quality assurance</li> <li>- number of organisations with a revised/developed system to register and monitor its alumni</li> <li>- number of organisations have developed and implemented a system to regularly survey the satisfaction of students, short courses participants, graduates and/or employers</li> <li>- number of laboratories established/strengthened</li> <li>- number of libraries/resource centres established/strengthened</li> <li>- % of men and women in management of faculty/department</li> <li>- % of men and women of teaching staff of faculty/department</li> <li>- number of organisations with improved policies or procedures to encourage access to education of minorities</li> <li>- <b>diversity in participation of project activities for management and teaching staff (i.e. balance junior/senior staff, women/men, minorities)</b></li> <li>- number of organisations with policies and procedures to ensure an environment which is gender sensitive</li> <li>- number of organisations with policies and procedures to ensure an environment which is conducive for minorities</li> </ul>
<p><b>B. Enhanced knowledge and skills of individuals and organisations (in partner countries and in the NL) in line with country/regional specific labour market needs &amp; aiming at inclusiveness</b></p>	<ul style="list-style-type: none"> <li>→ <i>Individual</i></li> <li>- <b>number of scholarship holders that have successfully completed course/training (level/male/female/minorities)</b></li> <li>- % scholarship holder's/alumni satisfaction</li> <li>- % of scholarship holders/alumni employed post-study within region and same employer (men/women)</li> <li>- % of scholarships awarded to women</li> <li>- % of scholarships awarded to minorities</li> <li>- % of quota for scholarships for women</li> <li>- % of quota for scholarships for minorities</li> <li>- number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of female candidates</li> <li>- number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of minorities</li> <li>- % alumni who state that they have acquired new knowledge and skills; e.g. problem solving, effective communication</li> <li>- % alumni who are promoted to a more strategic position post-study</li> <li>- changes in personal, academic and professional attitudes and attributes through training and education programmes</li> <li>- improved gender equality and gender awareness in the workplace</li>   <li>→ <i>Organisational</i></li> <li>- <b>number of organisations strengthened by individual and/or group training (private/public)</b></li> <li>- % of alumni who have applied the acquired knowledge and skills within their working environment</li> <li>- employers satisfaction on the added value of return scholars to the initial working environment</li> <li>- number of organisations with institutional mechanism for quality assurance</li> <li>- number of organisations developed and implemented a gender strategy</li> </ul>

\* Direct: target group who have been reached during project period by the new or revised outreach programme or have followed the new or revised curricula/short courses.

\*\* Indirect: target group reached beyond the project period by graduates of the new or revised curricula/courses.

#### Annex 4 Project overview NPT and NICHE

Programme	Prj.nr.	Project name	Start date	End date	Grant Amount
NPT	73	NPT/UTCH/ALTERRA/CHOCÓ	1-jan-05	31-dec-09	1.750.000
NPT	75	NPT/SENA/LIAC/SENA	1-jan-05	31-dec-09	4.493.036
NPT	77	NPT/ESAP/VUA/ESAP	1-feb-05	30-jun-09	1.500.000
NPT	100	NPT/UNAL-Leticia/TBI/UNAL-Leticia	1-apr-05	31-mrt-12	1.241.685
NPT	173	NPT/COL/MDF/fortalecimiento ARC	1-jul-08	30-jun-12	899.479
NPT	191-206	NPT/FNPI/RNTC/Medios de comunicación	1-apr-06	31-jul-09	1.174.273
NPT	289	NPT/SENA/TBI/SENA	1-sep-08	30-jun-12	2.703.169
	6	Projecten		NPT	11.058.473
NICHE	34	NICHE/SENA/CINOP/Humano del Sena	1-jan-11	1-10-2014	1003500
NICHE	35	NICHE/ESAP/CIS-VU/Fortalecimiento	1-jan-11	30-jun-15	1683896
NICHE	36	NICHE/UNILLANOS/MDF/Orinoquia Colombiana	1-jan-11	30-sep-15	1989447
NICHE	61-91	NICHE/UCC/MDF/Equidad de Genero	1-jan-11	31-dec-18	1479758
NICHE	112	NICHE/CERES/MDF/Viceministerio de Educac	4-jul-11	31-dec-14	199818
NICHE	111-133	NICHE/UA/MDF/Escuela de Gobierno	15-sep-11	14-mrt-15	385835
	6	Projects		NICHE	6.742.254
<b>Totaal</b>	<b>12</b>	<b>Projects</b>			<b>17.800.727</b>