

# Context document - Quality Education for Refugees and Host Communities

## Orange Knowledge Programme

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## List of abbreviations

CPI	Country Plan of Implementation
HE	Higher Education
IFC	International Finance Corporation
ILO	International Labour Organisation
OKP	Orange Knowledge Programme
OECD	Organisation for Economic Cooperation and Development
TMT	Tailor-Made Training
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund

## 1. Introduction

This thematic document describes the purpose and intentions of the implementation of the Orange Knowledge Programme with regards to improving quality education for displaced people and host communities. It targets Jordan, Lebanon, Iraq, Egypt, Ethiopia, Uganda, Sudan and Kenya.

[Improving education for refugees](#) is a priority issue in the Netherlands new policy on migration and the reception and protection of refugees in the regions of origin. The participation of refugees and internally displaced people in local society, rather than a prolonged stay in camps, is a core objective. Refugees can put pressure on basic services and local host communities. Interventions need to contribute to social cohesion by serving both the needs of the displaced as well as host communities.

There are multiple barriers to quality education in the context of displacement and conflict. The [ToC on Migration and Development](#) mentions access barriers (i.e. lack of transport, language issues) and barriers related to the quality of education (i.e. improved teacher training, psychosocial care and equipping teachers to deal with trauma in the classroom). Girls are often disproportionately affected by conflict and often face additional barriers to education when displaced.

The focus of development policy is shifting from fragile countries far from Europe to fragile countries relatively close to Europe. The Sahel, the Horn of Africa, the Middle East and North Africa are becoming the new focus regions. The emphasis lies on stimulating local growth and reducing unemployment and poverty. Investing in education is one of the tools to achieve that, with extra attention for women and young people.

The OKP can contribute to these shifts by intensifying the use of the various instruments in these regions, including education and increasing job opportunities for both host communities and refugees. In addition, country specific issues relating to fragility can also be taken into account.

Therefore, Nuffic has developed a multi-country, thematic OKP initiative to contribute to the implementation of the new policy. A thematic initiative ensures that best practices, innovation and lessons learnt are brought together to inform programming in this complex field. This initiative will include specific capacity development activities that are well aligned to other ongoing, larger (OKP) initiatives and synergy with OKP implementation plans at country level (CPIs). This initiative needs to be complementary to work the Netherlands implements in the Partnership for improving Prospects for host communities and forcibly displaced persons (PROSPECTS) with UNICEF, the World Bank, UNHCR, ILO and IFC.

## 2. Brief presentation of the Orange Knowledge 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 this specific call, **only group trainings** will be offered.

The TMT Plus instrument is characterised by

- a stronger emphasis on sustainable embedding of results in organisations and on involving local/regional consortium partners
- room for innovative approaches such as living labs, blended learning, study visits and short internships
- the possibility to include investments of up to 10% of the OKP subsidy amount in the budget

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

### 3. Education for refugees and host communities

#### 3.1 Current state of affairs

There are currently 70.8 million forcibly displaced people around the world, of which 25.9 million are refugees and 41.3 million persons are internally displaced. 57 percent of all [refugees registered through UNHCR](#) come from Syria, Afghanistan and South Sudan. In more detail, 5.4 million refugees are currently living in Syria's neighbouring countries, while 3,2 million refugees stay in the Horn of Africa and 2.7 million Afghan [refugees](#) have left their home country. Refugee children are considered to be most vulnerable since they risk being left behind. Furthermore, [these children](#) are five times more likely than non-refugee children to drop out of school. The fact that only 22 percent of these is able to attend secondary school and only 1 percent can go to university, confirms the situation of low opportunities they face. Another problem is that a significant amount of refugees is not officially registered in their host country, making it more difficult to identify these refugees and offer education solutions to them.

Many refugees tend to stay in their host countries for a long period of time since in many cases there is a [lack of political solution to the war](#) in their home country. As a reaction to this, host countries have started to develop new approaches and response systems to be able to deal with the consequences of the prolonged stay of refugees. For example, in Jordan, approaches to refugee policies have shifted from humanitarian support to an orientation towards empowerment. Further examples in Jordan are, among other things, the Jordan

Response Plan, which aims at including Syrian refugees in tertiary education and a policy that allows Syrian refugees to enter the Jordanian labour market. These developments with regard to the prolonged stay of refugees show the importance for both refugees and their host communities. The policy measures like the Jordan Response plans provide opportunities for the refugees and the host communities that have an impact on the social and economic context of the host country and labour market, by empowering a young generation to become economically self-sustainable.

Improved access to tertiary education can thus, in several ways, contribute to the stability in the country. Education can open up the prospects for a better life and provide a pathway to the future of refugees and their host communities, avoiding a worsening situation leading to a crisis. It helps ensure that refugees become skilled professionals. This allows them to rebuild their home country eventually and contributes to protecting vulnerable people. It also may offer psychosocial support for their difficult situation. In contrast, not educating young people creates a high risk of continuing inequality and frustration.

By offering a 'pathway' - providing support to refugees and host communities before (providing access opportunities) and during tertiary education, and helping them successfully enter the labour market – people will be able to start looking forward and build their future and that of their host community.

### **3.2 Policy context**

The content of this thematic document is in line with the objectives of the Netherlands' policy on [reception and protection of refugees in the region of origin](#). This policy focuses on giving refugees opportunities to build their lives outside of the camps in their host country, enabling them to eventually return home. As this puts pressure on local host communities, government services and the local economy, emphasis of the Dutch policies is put not only on the support of refugees, but also on these.

With its development programmes, the Netherlands focuses on education for child refugees, enhancing employment and income opportunities for refugees and host communities and the protection of vulnerable groups, among other things. These are all key aspects of the Quality Education for Refugees and Host Communities programme within OKP and can also be related to the above described pathway model which is one of the basic principles for this programme, supporting refugees before, during and after their higher education period.

In 2019, the Netherlands launched a new Partnership initiative – PROSPECTS - that brings together the International Finance Corporation (IFC), the International Labour Organization (ILO), the UN Refugee Agency UNHCR, the UN Children's Fund UNICEF and the World Bank. The partnership aims to shift the paradigm from a humanitarian to a development approach in responding to forced displacement crises in several countries, including countries targeted by this OKP initiative. The Partnership will focus on three broad areas that are critical to enabling forcibly displaced persons to overcome their specific vulnerabilities, and host communities to pursue their own development efforts in transformed environments. The three areas are: education and learning; jobs and social protection; and protection and legal status.

The European Union, in which the Netherlands works closely together with other EU partners, also plays a significant role in topics such as migration and refugees. Examples are the EU Emergency Trust Fund for Africa and the EU Regional Trust Fund in Response to the Syrian Crisis (the Madad Fund). Nuffic is one of the implementing partners of the [HOPES project](#) which is financed by the Madad Fund, and has gained significant experience in managing projects around these topics in Jordan, Lebanon, Turkey and Iraq.

## 4. Identification of needs and suggested targeted interventions

### 4.1 Identification of needs

The overall objective of this thematic document and the call that will be published is to contribute to increased quality education and vocational training for refugees and internally displaced persons and host communities. Specifically, this call aims to fund initiatives that focus on removing barriers on student pathways to and during higher, vocational and tertiary education. This pathway model consists of providing support to refugees and host communities before (providing access opportunities) and during tertiary education, and helping them link better with the labour market. Barriers can be related to access to education, quality, performance and completion, including labour market linkages. Proposed interventions should demonstrate which barriers on the educational pathway of students are targeted and how this benefits both refugees and host communities.

The scope of this thematic document is rather open with the exception of Uganda, where the suggested interventions must be focused on alignment with the Dutch Embassy's priority sectors. Please refer to the 'special note on Uganda' in paragraph 3.3.

The following examples illustrate the type of interventions that will be considered:

#### *Interventions focused on access to education:*

- Establishing information platforms which facilitate access to higher and vocational education and training.
- Technology-based education interventions that contribute to learning in places where teachers are scarce.
- Developing work-study strategies for students who are breadwinners for their household.

#### *Interventions focused on performance and quality of teaching and learning:*

- Training targeting local teacher training institutes to ensure there are sufficient qualified teachers in the classroom and teaching. Qualified teachers can be in short supply in the context of a refugee influx. Initiatives could also support the qualification and cross-border recognition of teaching qualifications of refugee teachers.
- Support psychosocial care for both teachers and students. Addressing conflict-related trauma improves pupils' cognitive functions. Equipping teachers to better deal with trauma in the classroom can improve the quality of teaching and learning for all.

#### *Interventions focused on the completion of education and labour market linkages:*

- Training institutions to better equip students for labour market entry through integrating mentoring, CV building and other types of support in the curriculum.
- Entrepreneurship education and training initiatives.
- Initiatives that improve access to information about career opportunities.

## 4.2 Expected calls: Tailor-Made Training Plus (TMT+)

TMT+ calls will invite proposals for customised group trainings (Tailor-made Training Plus) to address the abovementioned challenges. The Orange Knowledge Programme aims to strengthen the capacity of local organisations through education and training. Interventions should target local (education) institutions or organisations involved in the provision of education to refugees and host communities.

Tailor-Made Training Plus supports local organisations by training a selected group of staff. They can also be used to train professionals who have a common training need, but who are not staff members of the same organisation. For TMT+ a minimum of six participants from the requesting organisation is considered adequate to embed the knowledge gained from the training in the organisation. An organisation from a partner country and a Dutch training provider must jointly formulate a training proposal. The joint proposal must be submitted by a Dutch training provider, potentially on behalf of their consortia.

The Tailor-Made Training Plus consists of at least a tailor-made training that fits the thematic focus as specified in this document. In addition, the training may incorporate activities that clearly contribute to the content and goals of the Tailor-Made Training Plus. For example: short courses, internships, study visits. These activities should be worked out in the logical framework of the proposal. Their results should be verifiable in the report presented at the end.

Preliminary planning of implementation:

Step	Date
Context document published on Nuffic website	February 2020
First call published	31 March 2020
Deadline call	12 May 2020
Selection partners	23 June 2020
Start of project in case joint proposals	1 July 2020

## 4.3 Target group and countries

In line with the policy context (section 2.2), the calls Nuffic will publish end March will target refugees and internally displaced persons and host communities in Jordan, Lebanon, Iraq, Egypt, Ethiopia, Uganda, Sudan and Kenya. The target group is not limited to refugees registered with UNHCR only, as large numbers of refugees are not officially registered, especially in urban areas. The target countries already participate in the Orange Knowledge Programme. For the 'Full programme' countries, applicants must aim for synergies with other ongoing OKP initiatives in this country, where this is relevant and appropriate. For Lebanon and Sudan that are in the 'Compact Plus' country category aligning with relevant projects and programmes from other organisations is a plus.

Applicants are expected to demonstrate a high level of knowledge regarding the country context for which a proposal is submitted, particularly with regards to the situation of refugees in this country. The content of the suggested projects must be coherently embedded in national strategies and policies and must contribute to their implementation.

Projects that will be developed as part of this OKP initiative need to take into consideration as much as possible the PROSPECTS country plans in those countries where this partnership will be rolled out, especially in the area of education, to avoid duplication of efforts.

### Special note on Uganda:

In Uganda, the refugee response is already a cross-cutting theme within the four priority sectors of the Dutch Embassy in Uganda, namely Security and Rule of Law, Food and Nutrition Security, Sexual, Reproductive Health and Rights and Private Sector/Trade & Investment development. The proposals for this call should have a link with at least one of those sectors and education to ensure coherence and avoid fragmentation in Uganda's portfolio of activities.

## 4.4 Indicative budget

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

Period of implementation 2020 – 2021	QEFR
TMT+ Iraq, Egypt, Ethiopia, Uganda, Sudan and Kenya	Euro 3 000 000
TMT+ Lebanon Jordan	Euro 2 000 000
<b>Total</b>	<b>Euro 5 000 000</b>

OKP promotes co-funding and matching of funds. [Countries concerned are classified by the OECD](#) as an LDC/LMIC/UMIC. Proponents applying for Tailor Made Trainings and Institutional Partnership projects have to include the requested amount of % of co-financing in their proposals. This will contribute to reciprocity and ownership of results established within the collaboration between all partners. Integration of co-financing in the breakdown of budgets will be one of the assessment criteria in the selection of proposals.

Country	Co-funding per 2020	ODA country category	OKP country category
Egypt	15%	LMIC	A
Ethiopia	0%	LDC	A
Iraq	25%	UMIC	A
Jordan	15%	LMIC	A
Kenya	15%	LMIC	A
Lebanon	25%	UMIC	B
Sudan	0%	LDC	B
Uganda	0%	LDC	A

## 5. Envisaged Theory of Change and outcomes

A [Theory of Change](#) (ToC) was developed for the OKP programme. The Orange Knowledge Programme (OKP) expects to see the following change (objective): 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 educational interventions that may be implemented in the context of specific calls related to Quality education for refugees, must also contribute to the results described in the ToC Migration and development, more specifically to the outcomes related to education and integrated service delivery and Economic development and decent work.

The results of this initiative will contribute to indicator 1.2 'Education and integrated service delivery' of the ToC on migration, in particular 1.2b 'Increased quality education and vocational training for refugees and host communities'.

See Annex 3 for outcomes and indicators of the [ToC Migration and development](#).

## 6. Monitoring programme progress

The organisations taking part in the OKP are asked to report on the progress of their projects and scholarships using a results oriented monitoring tool that will be provided by Nuffic. 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 the embassy 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.

## Annex 1 Brief presentation of the OKP

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) inclusive 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.

For this specific call, **only group trainings** will be offered in the form of an integrated approach.

The following basic principles govern the programme:

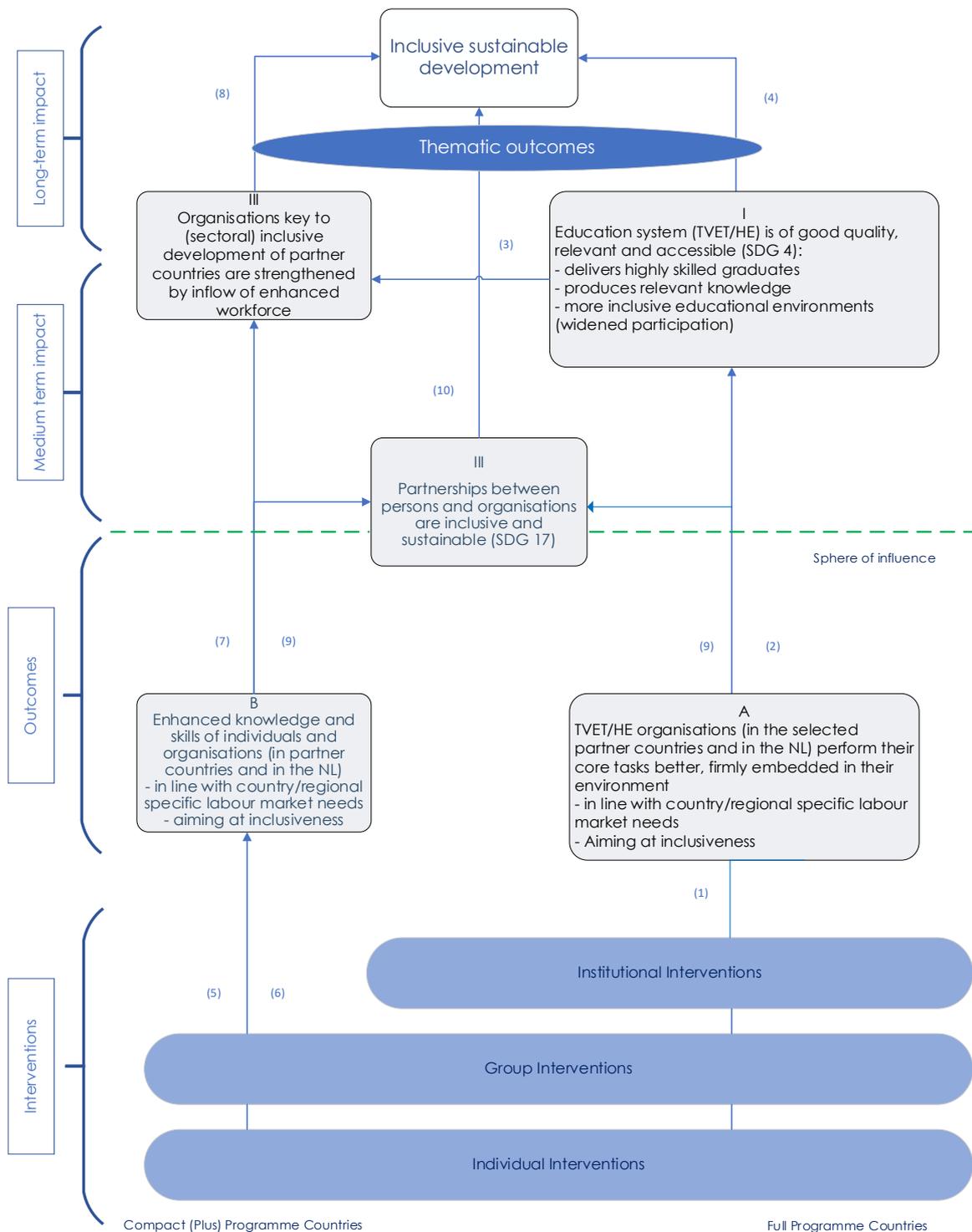
- *Innovation*: Is key to the development and implementation of the programme and is incorporated in all aspects of the programme.
- *Reciprocity and equality*: More attention should be devoted to reciprocity and ownership should shift to the Technical and Vocational Education and Training and Higher 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 OKP

Overview of Theory of Change, please read the textual version [here](#).



## Annex 3. Theory of Change Migration and development

The following annex refers to a [document](#) of the Ministry of Foreign Trade and Development Cooperation. We share a table from the document, altered for digitally accessibility.

### Results framework – Improving prospects for refugees and vulnerable host communities

(Result framework Migration and Development, Ministry of Foreign Affairs of the Netherlands)

<b>Support for regional host countries</b>
1. Improved protection and socio-economic prospects for refugees and cost communities

#### Outcomes

Legal position and protection	Education and integrated service delivery	Economic development and decent work
<p>1.1a Improved legal position, including registration, assistance for vulnerable people, the right to work and the right to access basic services</p> <p>1.1b Refugees and vulnerable host communities are better protected against violence and abuse</p>	<p>1.2a Expanded and improved integrated basic service delivery that includes both refugees and host communities</p> <p>1.2b Increased quality education and vocational training for refugees and host communities</p> <p>1.2c Improved social cohesion between refugees and host communities</p>	<p>1.3a Increased number of refugees and host community members are employed in decent work</p> <p>1.3b Refugees are increasingly included in development planning of host countries</p>

#### Indicators

Legal position and protection	Education and integrated service delivery	Economic development and decent work
<p><b>Medium-term outcome level:</b> 1.1 percentage of population covered by social protection floors/systems, disaggregated by sex, and vulnerability</p> <p><b>Output (approach) level:</b> 1.1.1a percentage of vulnerable refugees (m/f) referred to assistance</p> <p>1.1.1b number of refugees (m/f) registered in national and civil registration system through DSH-MO programming</p> <p>1.1.2a number of refugees (m/f) that received a work permit</p> <p>1.1.2b number of measures (policy and regulations) that have been undertaken in order to improve access to basic services</p>	<p><b>Medium-term outcome level:</b> 1.2 percentage of population living in households with access to basic services</p> <p><b>Output (approach level):</b> 1.2.1 number of crisis impacted individuals (m/f, r/hc) directly benefitting from improved service delivery</p> <p>1.2.2 number people (m/f, r/hc) enrolled in formal or non-formal education and training</p>	<p><b>Medium-term outcome level:</b> 1.3 number and percentage of programme beneficiaries (m/f, r/hc) who started a business/self-employment activity and sustained it six months after they started</p> <p><b>Output (approach) level:</b> 1.3.2 number of direct jobs supported</p> <p>1.3.3 number of people assisted to develop economic income generating activities</p>