

Lebanon - Context document Quality Education for Refugees and Host Communities

Orange Knowledge Programme

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List of abbreviations

CPI	Country Plan of Implementation
GDP	Gross domestic product
HE	Higher Education
IFC	International Finance Corporation
ILO	International Labour Organisation
NGO	Non-Governmental 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 context document describes the purpose and intentions of the implementation of the Orange Knowledge Programme focusing on quality education for displaced people and host communities in Lebanon.

[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, which 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 the specific call that will be launched in March 2020 focussing on quality education for refugees and host communities, **only group trainings** will be offered. In this case, this will be in the specific form of Tailor-Made Training Plus (TMT+).

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.

More information can be found in Annex 1.

3. Present state of affairs

Lebanon is a relatively small country on the eastern Mediterranean coast, bordering Syria to its east and Israel to its south. It has a population of around six million, with refugees making up around a quarter to a third of the total population.

Lebanon has a long history of hosting refugees from its turbulent region dating back to the 1940s. Following the creation of Israel in 1948, Lebanon received around 117,000 refugees from Palestine. More Palestinian refugees joined them in the following years. There are currently around [300,000 Palestinian refugees](#) residing in Lebanon, many of them in designated refugee camps throughout the country.

There is also a large group of Syrian refugees that entered the country from 2011 onwards. As of 2016, official estimates put the number of Syrian refugees hosted in Lebanon at 1.5 million, including 1.07 million registered with UNHCR. Although Lebanon has been spared a major spill over in terms of mass violence, the sheer scale of the influx has severely affected the country's socio-economic situation and exacerbated pre-existing labour market challenges, doubling the number of officially unemployed in Lebanon to around 20 percent, and increasing informal employment rates.

The vast majority of Syrian refugees live in Lebanese host communities (approx. 82%), often in dilapidated apartments, while a much smaller number live in informal tented settlements (approx. 18%). In all cases, their access to jobs, education, healthcare, and better living standards are severely hampered, due to a variety of reasons.

Due to the large refugee influx, the Lebanese government started restricting further Syrians from crossing the border into Lebanon after 2014. The international donor community, together with the Lebanese government, started shifting their focus from a humanitarian response to a development-oriented response. This would be targeted at both the refugee community as well as the host community. Considerable support to the Lebanese education system continues to be provided by several donors. However, it has not been enough to meet the education and employment needs of the refugee community.

3.1 Political situation

Since 2007 Lebanon has also been at a relative political standstill which has contributed to the lack of labour governance reform. In addition, the conflict in neighbouring Syria has exacerbated pre-existing political and sectarian divisions in Lebanon and created increasing reluctance among Lebanese political actors to compromise on sensitive issues. Despite some progress to improve the policy framework for human rights protection, women's rights, refugees' rights and the rights of migrant workers, Lebanon continues to fall short of international benchmarks.

Due to past experiences with refugee populations in Lebanon, the government does not consider Syrians as refugees but rather as displaced, also for legal reasons. Lebanon is not party to the 1951 Geneva Convention relating to the status of refugees, nor does it have any legislation to deal with refugees. This leaves Syrian refugees in a vulnerable position. Many Syrian refugees do not have a legally valid residency permit, causing them to avoid police or army checkpoints in fear of being detained, with as a result largely restricting their movement in Lebanon. This lack of legal residency also has a major effect on Syrian students trying to secure an education.

Leading political figures have been using the Syrian refugees as scapegoats for Lebanon's current economic woes. Many prominent Lebanese media actors have also been feeding this narrative with generally negative coverage of the impact the refugee crisis has had on Lebanon. Some towns have imposed night-time curfews on refugees, and there have been many documented cases of harassment by local authorities and other groups. Repatriation has already begun, with small numbers of refugees being transported back to Syria under the auspices of the Lebanese General Security.

Civil society groups are attempting to counter this negative narrative by showing the positive aspects of the refugee presence, reaffirming their rights to live in peace and security, and warning the Lebanese that the refugees should not fall victim to premature return to their homeland.

3.2 Economy

Lebanon's current economic situation is far from rosy. It has the highest national debt to GDP ratio in the world. [Unemployment rates](#) are considered as high as 25%, with the Lebanese youth bearing the brunt. Major unemployment exists among the Syrian refugee population as

well, adding to the ongoing hardships of the refugees. This is mostly related to the fact that Syrian refugees are restricted to work in only a few sectors, namely agriculture, construction and sanitation services. However, many refugees are active in the informal labour market.

It is important to note that before the 2011 Syrian crisis, there were around 300,000 Syrians working in Lebanon, mostly working in construction and agriculture. The onset of the Syrian crisis and the refugee influx into Lebanon has caused animosity between host communities and refugees, since a continuing deterioration of the economic situation increased competition between the two communities.

Lebanon has been suffering from an ongoing national debt crisis, compounded by a serious credit crunch. Many educated Lebanese seek employment or graduate studies abroad, since they have little faith in planning their professional future in Lebanon. This has caused a 'brain-drain' in the country, which has been a consistent feature of this country pre-dating the Syrian crisis. Economic activity in Lebanon mostly happens through small and medium sized enterprises, in addition to a large informal sector. Women in Lebanon are to a large extent under-employed, with only [25% of women employed](#). This is partly due to the fact that Lebanon, albeit one of the more liberal countries in the region, is still largely a conservative patriarchal society, barring women from full equal rights, and from full participation in the country's labour force. With regards to Syrian refugee women, they often face similar societal restrictions on labour participation and are often expected to fulfil their role of maintaining the household.

As a response to the dire economic and humanitarian crisis, the Lebanese government, in partnership with the international community, and hosted by France, set up the *Conférence économique pour le développement, par les réformes et avec les entreprises* (CEDRE) in 2018. This donor conference secured over \$11 billion USD in aid, with around \$10.2 billion in loans and \$860 in grants. Lebanon plans to spend the funds on decaying infrastructure and to boost its dwindling economic growth. As part of the aid package, the World Bank is providing \$4 billion in loans and the [European Bank for Reconstruction and Development](#) is providing around \$1.35 billion in loans. The aid pledges are also conditional on the Lebanese government implementing far-reaching reforms.

3.3 Dutch development objectives

Prospects for refugees and migration cooperation is one of the main themes of the Netherlands' [Multi-Annual Country Strategy for Lebanon](#). The Netherlands is investing in schools for refugees and host communities through partnerships with UN organisations. The Dutch Embassy strives to increase access to comprehensive quality education and improve the connection between education and the labour market. Interventions in the field of Quality Education for Refugees and Host Communities should include competence-based learning approaches, since Lebanon's education system is not very strong in competence-based learning.

The Dutch Embassy further aims to support Youth Innovation Labs by mixing vocational and social entrepreneurship skills so youth can acquire vocational skills and as a result be able to open their own business.

3.4 Synergies with the Orange Knowledge Programme and other capacity building programmes

Inclusion is a key cross-cutting area for the OKP, which aligns well with the thematic scope of the Quality Education for Refugees and Host Communities initiative. Nuffic currently classifies Lebanon as category 'B', or compact plus country, in the OKP country list. OKP has been active in the field of capacity development and group trainings in Lebanon, in addition to a number of scholarships that have been awarded to Lebanese professionals to follow short courses or master programs in the Netherlands. OKP aims to increase the quality of professionals and their immediate work environment by exposing candidates to specialised learning through high-quality education.

With regards to received OKP scholarships from Lebanon, and also scholarships from the MENA Scholarship Program, the majority have been awarded to women, which is a positive indicator.

Between 2017-2019, Nuffic also managed the Capacity Development Programme Lebanon for the Dutch Embassy. This programme strengthened the capacities of relevant Lebanese organisations and institutions that had come under pressure due to the influx of refugees from Syria and are involved with the implementation of the Lebanon Crisis Response Plan (LCRP). The programme also built the capacities of Lebanese civil society and community-based organisations in their work on behalf of displaced Syrians and other vulnerable beneficiaries. In the framework of this programme two projects are currently being implemented. More information on the ongoing projects can be found here:

<https://www.nuffic.nl/en/subjects/capacity-development-programme-lebanon/>.

Synergies with PROSPECTS

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 Lebanon. 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.

Projects that will be developed as part of this OKP initiative need to take into consideration as much as possible the PROSPECTS country plans for Lebanon, especially in the area of education, to avoid duplication of efforts.

4. Identification of the education gap related to Quality Education for Refugees and Host Communities

4.1 Concise analysis of education and training for refugees and host communities

The education sector in Lebanon is mostly privatised, with Syrian youth enrolment drastically decreasing further up the school level. On the primary and secondary level, most Syrian

refugee youth that attend school are in the public school system. Currently, around half of the total amount of students in public schools are non-Lebanese. Syrians numbered 208,916 in Lebanese public primary schools in the 2017-2018 academic year. Following the Syrian crisis, Lebanese schools introduced afternoon shifts to accommodate the large numbers of Syrians.

With regards to refugee education, one can speak of a collapsing pipeline from the primary level to the secondary and tertiary education levels. When policymakers refer to a possible 'lost generation', it is important to note that 45% of Syrian refugee youth aged 5-18, around 280,000, were not enrolled in any formal education (IFI-Ghurair paper; UNICEF, 2018). There is a major drop in Syrian refugee youth attendance in the secondary level, with only 2,709 enrolled in public secondary education in the 2017/2018 academic year. According to figures from 2016, only 6% of the Syrian refugees aged 18-24 in Lebanon were enrolled in higher education. This is a [worrying statistic](#) since pre-crisis Syria had a rate of 26% tertiary education enrolment from urban areas and 16% from rural areas.

One of the major challenges in the primary school level is the language barrier. In contrast with Syria where all subjects are in Arabic, many subjects are taught in English or French in Lebanon, also in public schools. In public schools, it is difficult for teachers to follow teacher training courses, since they are not financially supported to spend their time on such training courses. There is therefore little incentive for them to pursue such a trajectory.

4.2 TVET

The [TVET sector](#) is generally under-funded and under-valued in Lebanon. Social stigmas often dictate youth to pursue a university trajectory, as opposed to technical or vocational education. Women are relatively well represented, making up around 45% of the TVET students. The TVET sector is made up of public and private schools, which all fall under the Directorate General of VTE at the Ministry of Education and Higher Education. Although essential, teacher training is largely absent in the TVET sector. At the moment, Syrians are legally allowed to work in three sectors in Lebanon, namely agriculture, construction and sanitation/environment sectors. However, many Syrians also work informally in sectors such as car & motorcycle repair & maintenance, mobile phone repair, and cooking. Direct face-to-face contact with Lebanese customers is avoided, and most often they are employed in small businesses. Generally speaking, Syrians do not fulfil these types of employment in large/international businesses due to the Ministry of Labour restrictions. It is difficult to find up-to-date information on Syrian youth enrolment in TVET in Lebanon. However, with regards to the 2016/2017 academic year, 1,364 Syrians (aged 15-24) were enrolled in TVET schools, which is 1.6% of the total of 85,244 enrolled in TVET in Lebanon. Palestinian refugees can follow TVET in UNRWA-related schools, most prominently the UNRWA Siblin Training Center, where they do not pay any tuition fees.

The majority of students enrolled in the TVET education sector are in their Technical Baccalaureate (53.38%), which is upper secondary level. The number of TVET schools in Lebanon has fluctuated considerably over the last five to 10 years. Public TVET schools have peaked to 150 in 2016-2017, enjoying a consistent growth since 2010-2011 with 110 schools. Private TVET schools, however, decreased from 340 in 2010-2011 to 217 in 2015-2016. This major decrease is mostly related to the deteriorating economic situation and a more general

negative societal perspective of TVET education. A contributing factor can also be the increase of new prestigious universities opening in the region.

Following decree 8590 passed in 2012, the TVET sector in Lebanon is divided into [vocational training and technical education](#).

- Vocational training concerns trades of a manual type and those whose acquisition does not require substantial general knowledge.
- Technical education covers trades whose acquisition requires scientific knowledge and high-level techniques.

Generally speaking, TVET education enrolment suffers from negative attitudes in society, since most Lebanese parents prefer their children to pursue a Bachelor's and/or Master's at university. As a direct consequence, enrolment in TVET is very low in Lebanon.

Prospective Lebanese workers feel they are often in competition with their Syrian counterparts, since Syrians regularly accept lower wages. In 2018, Lebanon's president put the Lebanese [unemployment rate](#) at a staggering 46%.

According to [UNESCO](#), due to the Syrian influx, "international and domestic organisations are leveraging their capacities to target Syrian refugees in Lebanon. These projects aim to reach vulnerable girls and boys and teach them soft and hard skills in order to make them more employable. These programmes entail two types of TVET: short-term courses that take 50-150 hours and medium-term courses that entail 250-350 hours. However, on a national scale there is no homogenous curriculum that implementers can follow."

UNESCO – TVET leadership program's goal is "to equip managers in ministries, agencies and TVET institutions with effective leadership tools and skills to move from policy design to implementation and achieve the [SDG4 targets on vocational skills](#)."

[World Bank](#) - The Skills for the Future Initiative is another example of the Bank's activities to ensure that young people in MENA acquire digital economy skills. Partnering with Amazon Web Services and Code.org, this project conducts boot camps to expose young people to different digital skills and introductory trainings.

According to figures from UNICEF, the last academic year had an enrolment of around 85,000 students. This includes both Lebanese and non-Lebanese. In addition, there were around 27,000 students enrolled in short training sessions. These sessions are approximately three months in length.

Following a number of interviews with TVET experts in Lebanon, it is clear there is a need for training managers and directors in TVET schools, mostly in management, communication, and IT skills.

A promising prospect could be working with the National Vocational Training Center (NVTC) in Lebanon. This is an independent entity, managed by a board of directors consisting of directors-general of many of the relevant ministries related to education and employment, in addition to union and industry association representatives. The Ministry of Education and Higher Education have been involved in curriculum development. The NVTC's budget is allocated by the Ministry of Labour in Lebanon, and is only meant to be focused on Lebanese people. However, they are able to focus on non-Lebanese when external parties provide the funding. UNICEF and UNHCR and several international NGO's have worked with

NCTV, building organisational capacity and providing TVET courses to refugee as well as Lebanese youth. The current focus of the NVTC is on providing short/accelerated courses.

The Syrian government recognises certificates of Syrians who have completed a TVET course through public TVET schools as well as NVTC schools. This is of crucial importance for those Syrians following TVET courses in Lebanon and wish to return to Syria following their graduation. However, there are still question marks about whether the Syrian government recognises certificates by NGO/private schools operating in the TVET sector in Lebanon.

A UNICEF official recommended looking into the industrial trade sector specifically, since many graduates are able to find jobs soon after.

4.3 Higher Education

In the field of higher education, Syrian refugee students either attend the only public university, namely the Lebanese University, or one of the many expensive private universities. In total, 7,315 Syrian students were enrolled in universities in the 2017/2018 Academic Year of which 1,600 in public university and 5,715 in private universities.

Major obstacles to pursuing higher education exist, for example lack of certificates, admission criteria, language, personal circumstances (one-parent family households, financial costs, residency permits).

Some international agencies are providing scholarships to Syrian students, especially in the private universities. Prominent private universities in Lebanon charge up to 15,000-25,000 USD per year. Even for Lebanese, this is very expensive.

4.4 Teacher training in Lebanon

Teacher training in Lebanon is under the authority of the Center for Educational Research and Development, a government department. They manage 33 centres around Lebanon and employ approximately 250 trainers specialised in a variety of disciplines. Their objective is to stay up-to-date on the use of modern technology in education, and innovative developments in the field of teacher training.

CERD has partnered with UNICEF to accommodate the growing numbers of Syrian refugee youth, and to try and meet their needs for quality basic education. Together with UNICEF, UNHCR, the British Council and *Institut Français*, the CERD and Lebanon's Ministry of Education and Higher Education implemented a [project that increased the foreign language skills](#) of Syrian refugee youth. This included English and French, and to a certain extent Lebanese Arabic.

In May 2019, the Ministry of Education and Higher Education and the CERD, in partnership with UNICEF, launched the Teacher Training Curriculum Model (TTCM). This program's objective is to enhance the quality of teacher training in public schools. It is funded by the Government of Canada and the EU Regional Trust Fund MADAD. The TTCM seeks the continuous professional development of teachers through quality training focusing on conceptual understanding and transfer to develop reflective, life-long learning, inquiring, quality teachers, empowered to deliver learner-centred pedagogy. The [model](#) adopts a competency-based approach focusing on understanding for transfer and offering personalised training services through the teachers' training electronic portfolio. It also

supports the induction of new teachers into public school practice through a curriculum of learning paths based on their pre-service education and professional background."

In terms of their training needs, the CERD has been continuously seeking to improve the quality of teacher training in Lebanon's public school system, and making sure it is up to speed on the use of modern technology and latest teacher training techniques. It is a key player in the field of education in Lebanon, and has several partners with international donors, both INGOs, national governments and UN agencies.

Other examples of Teacher Training institutes that can be valuable to the Quality Education for Refugees and Host Communities project include:

Teacher Training Institute (TTI), Lebanese American University

LAU's TTI has as its main objective to provide teachers with new and updated skills to succeed with the multiple roles they have to play in a classroom, such as educator, mentor, and counsellor. They do so by providing general training, specialised training (in respect to the specific field of the teacher), and oriented training. The latter deals mostly with current educational trends, and can include: character and citizenship education, environment and health education, and conflict resolution, classroom management, and global education.

Center for Continuing Education – Haigazian University

With regards to in-service teacher training, the Center for Continuing Education's main objectives are:

- Make quality teacher training readily accessible to teachers, coordinators, and administrators of schools.
- Develop quality teaching by providing teachers who do not hold a university degree or teaching diploma with essential teaching skills and knowledge.
- Develop quality teaching by updating teachers who hold a university degree with the latest effective teaching skills and knowledge.
- Develop quality teaching by providing teachers, coordinators, and administrators with the means to assess their current educational programs and to improve them
- Maintain and improve the resources of the program.

Teach for Lebanon

Teach for Lebanon is an NGO providing teacher training to top university graduates to prepare them for teaching in public schools located in remote and economically disadvantaged areas of Lebanon, for a minimum of two years. Eighty percent of these teachers end up staying on in the education sector. In the 2018-2019 academic year, they impacted 5,399 students, of which 1,618 were refugees.

NGO's and Foundations

- Jusoor. Jusoor is an NGO of Syrian expats providing a variety of services targeted at the Syrian refugee population in the region. They also provide teacher training in Lebanon and Jordan.
- Safadi Foundation – providing a variety of support projects on job creation, vocational training and youth entrepreneurship, mostly in north Lebanon.

- Makhzoumi Foundation – providing support in terms of training centres, health clinics, micro credit, awareness, agriculture-environment programs and the Relief and Humanitarian Services Unit, mostly in Beirut.

Public school teachers often struggle to follow external teacher training courses since they are not financially compensated for this. The EKN Beirut considers that any intervention including teacher training should involve competence-based learning. The public school sector is the most in need of attention, especially the training of teachers in public schools. It is unclear whether supporting curriculum development is a priority right now, with experts providing conflicting accounts on whether there is a need.

5. Objectives and targeted interventions

The overall objective of this context document and the call that will be published in March 2020 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 moCdel 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 context document is rather open, however the analysis and information presented in this document provides direction with regards to possible intervention areas for Lebanon. 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.

The interventions should be closely aligned to priorities and other programmes of the EKN in Lebanon.

6. Envisaged Theory of Change and outcomes

A [Theory of Change](#) (ToC, Annex 2) 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 [Country Focus Document](#).

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.

7. 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 learnt 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 (TMT+) will be offered in the form of an integrated approach.

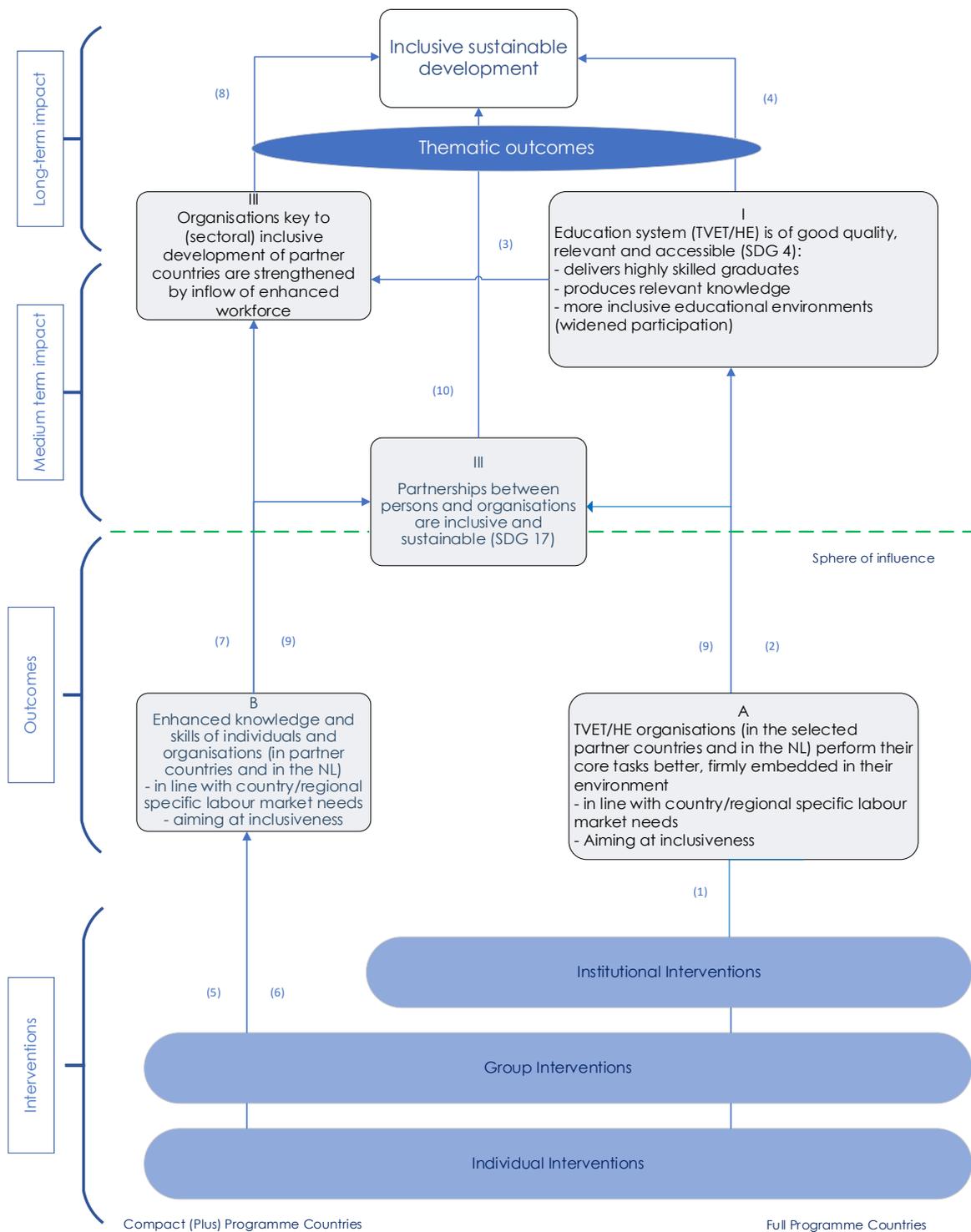
The following basic principles govern the programme:

- *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 digital accessibility.

Results framework – Improving prospects for refugees and vulnerable host communities

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

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

Indicators

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