

Regional call for grant applications Tailor-Made Training Plus OKP-QEfr-40007

Joint proposal

Country	Iraq, Egypt, Ethiopia, Uganda, Sudan, Kenya
Priority themes	Migration and development
Aim of the project	Quality Education for Refugees and Host Communities in Horn of Africa and region around Syria
Call number	OKP-QEfr-40007
Maximum available funding for this call, excluding co-funding	EUR 3,000,000
Maximum funding per Tailor-Made Training Plus, excluding co-funding	EUR 400,000
Co-funding	For Ethiopia, Sudan and Uganda: encouraged For Egypt and Kenya: 15% of the budget that is applied for For Iraq: 25% of the budget that is applied for
Note: when applicable, at least 50% of the required co-funding must come from local funding in the partner country	
Final date TMT+	The training should be finished before 31 March 2022

Time schedule

Closing date for submission of grant applications	2 June 2020, 11.00 A.M CEST Note: This closing date includes the three additional weeks due to the epidemic of COVID-19 virus
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1. Introduction: The Orange Knowledge Programme

Nuffic's Orange Knowledge Programme is a 5 year global development programme, aimed at strengthening professionals and organisations through education and training. It contributes to the goals of the Netherlands' [development cooperation policy](#), in which education plays a significant role.

The programme offers funding in 54 countries for individual scholarships, tailor-made trainings and institutional partnerships between Dutch and foreign education institutions in Technical and Vocational Education and Training (TVET) and higher education. It focuses on the priority themes of the Dutch government (Water, Food and Nutrition Security, Sexual Reproductive Health and Rights, and Security and Rule of Law) and aims throughout the programme for inclusion, employability and environmental sustainability.

Nuffic is programme manager, in close collaboration with the programme's funder, the Netherlands' Ministry of Foreign Affairs. Running from mid-2017 to mid-2022, it will offer at least 51,000 people the chance to change their future through education.

The Orange Knowledge Programme Tailor-Made Plus Training is meant to improve the overall functioning of organisations by training a selected group of staff. A Tailor-Made Training can solve knowledge and skills challenges of organisations' staff, by specifically targeting their capacity needs.

More information about the Orange Knowledge Programme such as the basic principles and the policy framework can be found on the Nuffic website: www.nuffic.nl/en/global-development/orange-knowledge-programme.

The Orange Knowledge Grant Obligations and Conditions for group trainings, which are binding for Tailor-Made training plus, can be found among the downloads under the link to this call.

The Orange Knowledge Programme focuses on sustainable strengthening of capacity within local priority themes relevant to Dutch development cooperation which are outlined in the Country Plans of Implementation (CPI). Click [here](#) for the CPI's per country and [here](#) for the Context document Quality Education for Refugees and Host Communities.

The Theory of Change (ToC) of the Orange Knowledge Programme describes the interlinkages between capacity building and sustainable inclusive development to which each approved initiative under the Orange Knowledge Programme contributes. The ToC can be found [here](#).

This document describes the procedure for submitting an Orange Knowledge Programme grant application for a Tailor-Made Training Plus.

2. Information specific for this call

2.1 Long-term impact

The Theory of Change (ToC) of the Orange Knowledge Programme presents the expected medium and long-term impact and outcomes of the programme. Each impact and outcome is quantified by a number of indicators which are described in the Orange Knowledge Programme Monitoring and Evaluation Framework and relates to the M&E Framework of Ministry of Foreign Affairs.

All projects must contribute to achieving these impact and outcomes. The grant application and, if the application is selected, subsequent reporting must give insight into how the project will contribute/contributes to achieving impact and outcomes.

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 proposed project must contribute to the following objective:

- Contribute to increased quality education and vocational training for refugees and internally displaced persons and host communities 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 the target countries. Specifically, this call aims to remove barriers on student pathways to and during tertiary education.

The proposed project must contribute to the following long-term impacts:

- Improved protection and socio-economic prospects for refugees and host communities;
- Contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP partner countries.

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 outcome:

- 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 and aiming at inclusiveness.

In the Orange Knowledge Programme format for a grant application the consortium partners will be asked to select relevant indicators to measure the achievement during and after project implementation at medium-term and long-term-level.

2.2 Context of the call

As referred to in the Quality Education for Refugees Context documents for the focus countries for this call, a significant part of the millions of forcibly displaced people in the world are currently living – and tending to stay for a longer period - in Syria's neighbouring countries and the Horn of Africa. Education is key for opening up prospects and providing a pathway to the future of refugees and their host communities.

The overall objective of this call is to contribute to increased quality education and vocational training for refugees and internally displaced persons and host communities in the countries Iraq, Egypt, Ethiopia, Uganda, Sudan and Kenya. Specifically, this call aims to fund initiatives that focus on removing barriers on student pathways to and during 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.

This call will invite organisations to hand in proposals for customised group trainings (Tailor-made Training Plus) to address the challenges refugees and host communities face in the focus countries, as identified in the Thematic document. The scope of this call is rather open, with the exception of Uganda, which is more focused to better align with the Dutch Embassy's priority sectors. Please refer to the 'special note on Uganda' on page 8 of the Thematic document.

The proposed projects should focus on at least one of the following intervention types:

Interventions focused on access to education, for example:

- 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, for example:

- 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, for example:

- Training (educational) 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.

Nuffic has developed this multi-country, thematic OKP initiative to contribute to the implementation of the new policy of the Ministry of Foreign Affairs. A thematic initiative such as this one 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 with other ongoing, larger (OKP) initiatives and synergy with OKP implementation plans at country level (CPIs). The Quality Education for Refugees project you would like to propose, 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.

This call can accommodate multiple projects. If possible, Nuffic strives for a balanced geographic distribution. It is possible to submit multiple proposals and proposals that target more than one country, for example by planning activities in two or more countries, however each proposal cannot exceed the maximum funding available for one TMT+ (EUR 400,000).

2.3 Co-funding

Co-funding is one of the key principles underpinning the programme. It contributes to reciprocity and increases ownership of the collaboration. Co-funding may involve public, private and/or own funds.

Egypt and Kenya are considered to be LMIC according to OECD's DAC list. This means that an application for this call must include a co-funding amount of 15% of the budget that is applied for. At least 50% of the required co-funding must come from local funding in the partner country.

Iraq is considered to be a UMIC according to OECD's DAC list. This means that an application for this call must include a co-funding amount of 25% of the budget that is applied for. At least 50% of the required co-funding must come from local funding in the partner country.

Ethiopia, Sudan and Uganda are considered to be LDC according to OECD's DAC list. This means that an application for this call does not require a minimum of co-funding, but partners are encouraged to include co-funding. Integration of co-funding in the breakdown of budgets will be one of the assessment criteria in the selection of applications.

A contribution from public funds is defined as: a contribution in cash or in kind to which is directly or indirectly paid for from state resources. State resources comprise all funds from the public sector, including funds from local levels of government (decentralised, federal, regional or other) and, in certain circumstances, funds from private bodies.

Public funds from the Ministry of Foreign Affairs of the Netherlands (including embassies) do not count as co-funding, but can be added to the project.

Private funds are considered to be all funds – in cash or in kind – that are not state resources.

2.4 Questions about the call?

If you have a question about this call you can send an e-mail in English to TMT@nuffic.nl. Mention in your e-mail the call number.

3. General information for applicants for Tailor-Made Training Plus

Orange Knowledge Tailor-Made Training Plus supports organisations in developing countries by training a selected group of staff. Tailor-Made Training Plus 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 priority themes and focus areas for the country of the requesting organisation as specified on the first page of this call document. The following elements apply to TMT+:

- stronger emphasis on the sustainable embedding of the results within the organisations;
- stronger emphasis on involvement of a local/regional consortium partner with whom the requesting organisation ideally maintains a relationship after TMT+;
- room for innovative approaches such as living labs, blended learning, study visits or short internships.
- possibility to include investments of a maximum of 10% of the OKP subsidy amount in the budget. The added value of the investment should be clearly demonstrated in the proposal.

In general, the Tailor-Made Training Plus has a maximum duration of 24 months. Because of the end date of the Orange Knowledge Programme, projects under this call will have to be finished before 31 March 2022. The duration of the TMT+ will depend on the start date of the grant.

3.1 Eligibility

Grant applicants

Eligibility for OKP Group Training grants extends to Dutch institutions providing secondary and higher vocational and academic education or other types of organisations that provide educational training courses and that also contribute to strengthening of the priority themes in the countries on the Country List. These institutions must deliver the training themselves; intermediary organisations are not eligible. The institutions must have sufficient organisational and financial capacity to run a training course. This can be demonstrated using a COCA that is assessed as positive by Nuffic. The organisations must also have demonstrable experience in providing the desired training course.

Group training target group

To be eligible for an OKP Group Training grant, an application must propose a training course for candidates who meet the following criteria:

The candidates work for one of the following types of national and/or local organisations: ministries, secondary or higher vocational or academic education institutions, universities, private sector, commissions or NGOs. The candidates may not work for:

- a bilateral or multilateral organisation;
- a non-governmental organisation that is internationally active and is focused on representing social interests, such as development cooperation, nature and environmental protection, health or human rights.

The candidates must have the nationality of or be resident and working in one of the OKP countries for which grant applications for providing the type of group training courses concerned can be awarded (see the Country List Annex).

The candidates must be in a position to apply the acquired knowledge and skills in practice.

Please consult further requirements in the publication of the policy framework in [the Government Gazette](#) and in subsequent amendments.

3.2 Grant Obligations and Conditions

By submitting a grant application the applicant agrees with the Grant Obligations and Conditions for Group Training (version 3.0). The Orange Knowledge Grant Obligations and Conditions for Group Training can be found among the 'Guidelines and formats' under the link to this call.

3.3 Assessment

Assessment of the joint proposals will be done by Nuffic in consultation with the Dutch embassies and consulates. For a detailed explanation please refer to the Grant Application Assessment Explanation which can be found among the guidelines and formats under the link to this call.

4. Submit your proposal online

All TMT proposals have to be submitted via our web application Delta. We have prepared a TMT+ Delta User Manual to guide you through the application process. The Delta User Manual can be found among the 'Guidelines and formats' under the link to this call. Make sure you have all the information required for your application complete and ready before submitting.

[Submit your joint proposal in Delta through this link](#)

5. Required documents

An application needs to contain the following documents to be complete. Incomplete applications will be rejected.

1. TMT+ Joint Proposal Form Orange Knowledge Programme
2. TMT+ Budget Form Orange Knowledge Programme
3. TMT+ COCA Form Orange Knowledge Programme
4. CVs of all proposed resource persons (there is no prescribed format)

Please note that a COCA check doesn't have to be applied for simultaneously with an application for a TMT+. A COCA can be applied for at any time. We advise you to apply for a COCA check before applying for a joint proposal, to make sure that your COCA is not a reason for rejection.

We welcome you to send COCA applications any time to coca@nuffic.nl referring to COCA.