

South Africa
Country Plan of Implementation
Orange Knowledge

Final

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0. List of abbreviations

ATI	Agricultural Training Institute
BBBEE	Broad Based Black Economic Empowerment
BMS	Business Management System
CPI	Country Plan of Implementation
CAADP	Comprehensive Africa Agriculture Development Programme in Africa
CASP	comprehensive agricultural support
CoS	Centre of Specialisation
DAFF	Department of Agriculture, Forestry and Fisheries
DWS	Department of Water and Sanitation
DHET	Department of Higher Education and Training
DST	Department of Science and Technology
EKN	Embassy of the Kingdom of the Netherlands
FNS	Food and Nutrition Security
HE	Higher Education
IWRM	Integrated Water Resources Management
LGSETA	Local Government Sector Education and Training Authority
LSS	Lecturer support system
MHO	Joint Financing Programme Higher Education
NDP	National development plan
NEPAD	New partnership for Africa's Development
NESO	Netherlands Education Support office
NFP	Netherlands Fellowship Programmes
NICHE	Netherlands Initiative for Capacity development in Higher Education
NPT	Netherlands Programme for Capacity building and Training
NOF	National qualification framework
OJT	on the job training
OKP	Orange Knowledge Programme
RUFORUM	Regional universities forum for capacity building in agriculture
SA	South Africa
SALGA	South African Local Government Association
SETA	Sector education and training
SHAEA	Strengthening Agricultural Higher Education in Africa
TACATI	Transformation of Agricultural Colleges into Agricultural Training Institutes
TVET	Technical and Vocational Education and Training
ToC	Theory of Change
WASH	Water, Sanitation and Hygiene
WRC	Water Research Commi
YES	Youth employment service

I. Introduction

This document describes the purpose and intentions of the implementation of the Orange Knowledge programme (OKP) in South Africa. 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.

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 OKP is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The OKP 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 (TVET) and Higher Education (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. Present state of affairs

South Africa remains a dual economy with one of the highest inequality rates in the world, perpetuating both inequality and exclusion. According to Statistics South Africa, the Gini coefficient measuring relative wealth reached 0.65 in 2014 based on expenditure data (excluding taxes), and 0.69 based on income data (including salaries, wages, and social grants). The poorest 20% of the South African population consume less than 3% of total expenditure, while the wealthiest 20% consume 65%.¹

¹ <http://www.worldbank.org/en/country/southafrica/overview>
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The Netherlands and South Africa have been working together for more than 20 years in educational and institutional development. Staff, student and institutional capacity was strengthened, through multi annual capacity building programmes such as MHO, NPT, NICHE and the NFP. NICHE projects have phased out until 2016. An overview of the NPT and NICHE projects is provided in the annex 6 and includes the Dutch and South African partners that managed and implemented the projects between 2004-2016. The overview of the scholarships awarded under NFP is included in Annex 6. A further indication of the capacity development initiatives undertaken between the Netherlands and South Africa is the range of tailor made training offered. See annex 6 for course themes, focus areas and institutions involved.

South Africa and the Netherlands have worked together intensively on the improvement of the TVET sector since 2006. Over the past decade, Nuffic's capacity building programmes (NPT and NICHE, annex 6) have supported the Department of Higher Education and Training (DHET) in this regard. The main outcomes of the projects have been the establishment of a business management system (BMS) for TVET colleges; a national TVET monitoring system (TVETMIS) and a lecturer support system (LSS). The direct beneficiaries of this support include 21 South African TVET colleges, 350000 students, and more than 9,000 lecturers, covering more than 50% of the sector. For this reason, the South African government looks to the Netherlands and its TVET system as a preferred partner in future cooperation. The Agricultural Training Institutes under the Department of Agriculture and Fisheries (DAFF) were also strengthened through Dutch NICHE support (see annex 6) focussing on making the curricula more Competence based and transforming the colleges into Agricultural Training Institutes (ATI, the agricultural TVET colleges under DAFF) (see the TACATI report in the references, annex 5). Under NPT and NICHE the water sector was also strengthened in the areas of Integrated Water Resource Management (IWRM) and waste water management (see annex 6). The Embassy of the Kingdom of the Netherlands (EKN) always played a vital role in the capacity building context.

Both countries offer each other opportunities to structurally engage in further development of sustainable partnerships through joint proposals for skills development in education, agriculture and water in order to create jobs in the sectors, increase agricultural production to relief hunger, to create sustainable systems and to increase access to water in the cities. Internationally, the Netherlands is renowned for its expertise in TVET, agriculture, water and therefore makes a good partner to support South Africa. The two countries will continue to engage in win-win situations. OKP's focus is to establish partnerships, multi-stakeholder platforms and trade relations for sustainable inclusive development through skills development and job creation in agriculture and water in South Africa.

Underlining the importance of the education relation between South Africa and the Netherlands, Nuffic has established a Netherlands Education Support Office (NESO) in Pretoria in 2015. NESO South Africa is part of a worldwide network of Netherlands Education Support Offices that operates in locations of strategic importance for Dutch education, and it is the first Nuffic office on the African continent. The main activities of NESO are: 1) Capacity development in education, 2) Study in Holland promotion and student counselling for South African students, 3) Providing information on study programmes and internship places for Dutch students in South Africa 4) Market information and analysis, 5) Engaging with the Holland Alumni network.

Since partnership development and co-funding is a crucial element in the Orange Knowledge Programme, NESO will play a leading role in the development and implementation of the OKP in South Africa, Mozambique, and Tanzania.

IV. Identification of the needs

This section describes the main outcomes of the needs assessment. It covers:

- 1) The labour market situation in relation to post-secondary education in the context of the selected priority themes and
- 2) The inclusion of gender and disadvantaged groups in South Africa.

The description of the identification process can be found in Annex 4.

South Africa has been selected for further collaboration through the OKP, because of South Africa's:

- 1) imbalanced society regarding wealth and participation of the formerly disadvantaged community (lack of inclusiveness)
- 2) the need to replace theory-oriented education into skills development-oriented education for employment creation;
- 3) leading role in the region (SADC)
- 4) the opportunities to work with co-funding and innovative triple helix cooperation (see annex 10).

The selected priority themes

The needs identification process with stakeholders from government, education and business (see annex 4) has led to the following conclusions:

- Youth unemployment is one of the biggest problems South Africa is facing
- Work place/business/entrepreneurial skills are identified as the most important skills/education gap in South Africa
- Intensified cooperation within the triple helix is proposed in both work placement/apprenticeships and curriculum development as a way to bridge the aforementioned gap.
- Within the education sector, vocational and technical education are seen as top priority
- SA government is interested in cooperating with the Orange Knowledge Programme, but only if it can contribute to systemic impact.
- Water and Food Security and Nutrition (FNS) are the two focus sectors for South Africa based on the bilateral agenda.

To do justice to the identification process and the demand to work at system level the two focus areas will be linked to overarching/cross-cutting interventions in TVET. Hence, the OKP themes in South Africa have been selected as follows:

- Food and Nutrition Security
- Water

The labour market

South Africa's labour market is characterised by persistently high unemployment and low participation rates, affecting mainly youth and individuals from disadvantaged backgrounds. The high unemployment rates are above 25% for many years with youth unemployment being much higher. Labour market participation is low in comparison with the average for middle income countries. There is a shortage of skilled workers which limits growth prospects. The shortage goes hand in hand with a qualification mismatch. South Africa also ranks low for worker motivation and implementation of apprenticeships.

South Africa's National Development Plan (NDP 2012) aims to reduce unemployment drastically, that is from 25% to 6% in 2030. The labour market participation rate is also to increase. Various policies were formulated to tackle existing skills imbalances. The importance of skills has been reflected in a number of development plans and strategies.

To address unemployment and specifically youth unemployment, the new (appointed January 2018) President Cyril Ramaphosa has launched the Youth Employment Service (YES) towards the end of March 2018. The YES initiative aims to see more than one million young South Africans being offered paid work experience over the next three years. This is part of placing the needs of and opportunities for young people at the centre of *inclusive* economic growth. While YES is focused on unemployed school leavers and graduates there is also an urgent need in the education sector to prepare students and learners for the future and achieve sustainable growth in the labour market participation rate.

The DHET oversees the TVET and Higher Education (HE) sectors and it recognises the issues. For these reasons it has recently launched the Centres of Specialisation (CoS) initiative which is founded in the following policy framework²:

'Since the main purpose of the TVET colleges is to prepare students for the workplace and/or self-employment, it is essential that they develop and maintain close working relationships with employers in their areas of study. Close partnerships between colleges and employers will assist the colleges to locate opportunities for work-integrated learning and help them to place students when they complete their qualifications.'

Even though the recognition and plans exist at government level, there is still a need for support from foreign donors due to underfunding of the sector, lack of expertise in certain areas and the sheer scope of these challenges.

The labour market in relation to the priority themes of TVET, agriculture (Food and nutrition security) and water

(see annex 2 and 3)

Within the priority themes the following advancements/improvements have been identified to contribute to the South African labour market

- Making Technical education and training more occupation oriented through the establishment of Centres of Specialisation (CoS) and through the ATI's (DAFF)
- Strengthening the skills component in the agricultural value chain to support job creation and increased production

² White paper for post-school education and training: building an expanded, effective and integrated post-school system (Department of Higher Education & Training, 2013)
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- Strengthening the skills component in municipalities to support increased access to water and job creation

This implies the following for OKP's scope in South Africa:

- Skills and knowledge development is strengthened through an increased use of internships/apprenticeships and placements of students and emerging farmers (including if applicable workers and managers) and municipal workers for water.
- Staff skills development, including staff training through On the Job Training (OJT) of students).
- Skills development in entrepreneurship and business is crucial in TVET and ATI's to train students to become self-employed and thus job creators.
- Skills development is needed in the agricultural sector looking at the whole value chain, not only to increase production but also to make the farms more sustainable and competitive.
- TVET programmes and offering types that integrate the whole value chain, spacing of internships/placement periods throughout the study period for a qualification and linking with private sector development.
- Agribusiness, water authorities, and other parties in the value chain need to contribute to the end qualifications of the curricula in order to ensure the relevance of programmes and qualifications to the labour market.
- Successful examples from the Netherlands concerning the triple helix collaboration between government, education and private sector (annex 10) should serve as inspiration for contextual adaption in South Africa taking into account the whole agricultural value chain, integrated water management in municipalities and skills development.

Inclusion of gender and historically disadvantaged groups

Inclusion means that the historically disadvantaged groups and especially women need to be involved. Within OKP, their participation could be measured in management, in training, in fellowships and in internships. The target for both gender and disadvantaged groups need to be above 30% for all OKP outcomes.

Analysis of the priority themes

Food and Nutrition Security (FNS)

South Africa has a dual agricultural economy, with both well-developed commercial farming (about 35,000 commercial farmers), emerging (commercial) farming (100,000) and self-subsistence-based production for the own household (approximately 2,000,000 households) in the rural areas. It also has a relatively sophisticated agro-processing industry and a well-developed retail, wholesale and import/export of food products. Water scarcity is a severe problem for agriculture and nature areas.

Generally, South Africa is self-sufficient. This does not mean that everyone's needs are met considering the enormous gap between rich and poor and the high unemployment. The General Household Survey of 2015 showed that just over a quarter of all South Africans have limited access to food and just over 13% experienced hunger.

The agricultural value chain provides a high number of labour opportunities. An estimated 900,000 people are employed in the sector, according to data released by Statistics South

Africa in 2015. This accounts for about 6% of South Africa's total labour force. Further data from Stats SA shows that the agricultural sector was the leading job creator. This is a significant achievement, considering the challenges within the sector, ranging from land policy to climatic conditions.

Land reform is a key issue (and challenge) in South Africa currently. Politically there is an expectation that the process will be accelerated as to date. Yet the transfer of land from a handful of large-scale white commercial farmers into the hands of black land owners has been sluggish.

The situation is exacerbated by the fact that much of the land that has been transferred is no longer in commercial production. The reasons for this negative outcome is diverse and can be categorized as social, technical and financial. One of the main challenges is that land is often transferred to groups rather than individuals, which is a challenge in terms of effective decision-making and management. Frequently, there is a lack of business skills, coupled with a lack of technical skills, which contributes to the failure of the land reform process. Lastly, there is often a lack of capital required for operations. Many land reform beneficiaries do not qualify for bank loans, and the government programmes such as the Comprehensive Agricultural Support Program (CASP) is run through a different national Department (Department of Agriculture, Forestry and Fisheries) from that which administers the land reform process namely the Department of Rural Development and Land Reform).

While the land reform process has been fraught with challenges, it does provide a "hook" for strengthening the process of capacity building in South Africa. The need to build the capacity of beneficiaries of land reform is well recognized. This skills development covers the range from farm worker to farm manager, while needing to cover both technical and soft skills (leadership, management, conflict resolution to name a few).

Another factor to consider in relation to capacity building within the sector is the average age of farmers. While it is widely understood that smallholder farmers that are involved in projects and programmes are often over the age of 60 (or even 70), with limited involvement of the youth, this is a challenge that also faces the commercial agricultural sector. In the smallholder sector, young people are faced with challenges of accessing land or finance, which largely excludes them from the sector. In addition, many young people are not attracted to agriculture, preferring to move into urban jobs, or office jobs. This is also true for the commercial sector. This needs to be addressed through skills development of youth in the agricultural value chain. In the commercial sector, besides development of projects that promote inclusiveness, the uncertainty related to land claims has seen some reluctance by farmers to invest in this.

While the country continues to strive for the ideals of the "rainbow nation", historical prejudices compromise the achievement of this. Young black graduates, seeking experience on commercial farms, must gain access to a community that is affected by fear and suspicion. .

South Africa was a food importer in 2017, also due to the drought. In past years where the climate was 'normal' South Africa has been self-sufficient when it comes to growing its staple food.

The National Development Plan (NDP) reports that "agriculture has the potential to create close to one million new jobs by 2030, a significant contribution to the overall employment target". To achieve this, the NDP primarily focuses on improving production to achieve sustainability in smallholder and commercial farming, but the onus for labour training and

education is placed mostly on farmers. The advancements in the sector require skilled labour to facilitate the changes in farming. As climate change and variability become more evident, it becomes increasingly necessary to change farming to adopt best management practices and to improve agricultural resilience.

The failure to upskill agricultural labour could limit the growth and development of the sector itself, which also limits its capacity to create jobs. Looking at increasing food security, increasing access to food and creating jobs the focus for further development should be on emerging (commercial) farming becoming more productive (increasing earning power) and sustainable. The agro-processing subsector offers good opportunities for job creation but is also threatened by automation that in turn requires a different skill set. It is thus important to consider both the subsector and automation in terms of skills development interventions.

As more people leave rural areas to find jobs in the urban environment there is a huge challenge to feed these metropolises and becoming resilient cities, also from the perspective of water. Johannesburg (Gauteng), Cape Town (Western Cape) and eThekweni Metropolitan Municipality (KwaZulu-Natal) being the biggest in population (all >3,000,000 inhabitants).

Solutions in these three main metros are often adopted in other cities. Hence, by focussing on these areas, the Netherlands can increase its impact while not ignoring the challenges faced in different areas in the country.

Water

Achieving a water secure future is one of the biggest challenges for South Africa. Still today, 8.2 million people in South Africa still do not have access to safe drinking water and 14,1 million people do not have access to safe sanitation. South Africa is facing increasing water demands to meet the needs of a rapidly growing and urbanizing population, changing lifestyles, and economic growth leading to industrialization in water-scarce regions. The current national water crisis can have a significant impacts on economic growth and on the well-being of everyone in South Africa. For this reason, water security is priority for the South African government.

Climate change is driving Southern Africa towards a warmer and drier future, with longer and more extreme droughts, and more intense floods. It is estimated that the country's total requirements for water use will double over the next 30 years. This 'new normal', with long-term droughts, means the country has to do more with less available (and, as a consequence, more expensive) water.

To decrease its dependence on surface water, South Africa invests in the use of alternative water resources (water re-use, desalination and ground water) and in optimizing surface water reservoirs but more needs to be done. It aims to decrease the average water use of 237 liters per person per day (64 liters more than the world average of 173 liters).³ If demand continues to grow at current levels, the deficit between water supply and demand could be between 2,7 and 3,8 billion m³/liters by 2030, a gap of about 17% of available surface

³ National Water and Sanitation Master Plan, page 7 – DWS, May 2018
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and ground water. Bringing down average water use and using alternative water resources take time. Meanwhile, dam levels remain dangerously low.

The management of water resources to match supply and demand in the country has been lacking over the past years. South Africa is overexploiting its renewable water resources (surface water 68% and groundwater 13% of total water resources). Other water sources, such as return flows and desalination account for 19% of South Africa's water resources.⁴ Moreover, the water demands are forecasted to increase in all three sectors (agricultural, industrial and municipal).⁵

The looming water crisis is equally driven by a massive backlog in water infrastructure maintenance (water works & pipeline systems) and much needed investments to mitigate the effect of climate change. The capacity of Water Services Authorities, defined as any municipality responsible for ensuring access to water services to operate, maintain and manage assets for existing infrastructure needs urgent attention. Approximately 56% of the over 1 150 waste water treatment works and approximately 44% of the 962 water treatment works) in the country are in a poor or critical condition and in need of urgent rehabilitation. Some 11% of this infrastructure is completely dysfunctional.

Water demands remain high. Agriculture is the largest consumer of water at 61% of total water use, which could be improved by climate smart production and improved irrigation. This is followed by municipal use at 27% (including industrial and commercial users provided from municipal systems). Agricultural users pay a much lower tariff than other users and the relatively cheap water has not incentivized the adoption of water efficient irrigation practices.

Bringing down water demand is also hindered due to municipal water that is lost before it reaches the customer either through leakages or through apparent losses like unmetered water or water theft. This 'non-revenue water' is currently at 41% on national level.

South Africa is experiencing significant impacts on water quality from mining, industry, agriculture, and poor municipal waste water treatment. Pollution of rivers results in poor raw water quality which is driving up the cost of municipal water treatment. Aquatic ecosystems are seriously threatened.

To address these challenges, South Africa needs to address the skills gap. The country is in need for skilled engineers. In the water sector, the gap reaches 55% on average at the municipal level. A trained work force to operate the water works is evident for a functioning water sector in SA. A common problem in SA is the uptake and implementation of new technologies that can address water security challenges. Municipalities fail to employ appropriately qualified technical staff and suffer from skills drain to the private sector and ad-hoc planning (crisis-mode). Municipal staff needs to be trained to implement and work with new water technologies that address the severe water challenges. To enhance innovation in the water sector and find sustainable solutions for water-proof SA, it is important for different stakeholders to work together in the triple helix approach, being government, local government, water companies, universities, knowledge sector and the private sector.

⁴ Strategic Overview of the Water Sector in South Africa, page 9 – DWS, May 2018

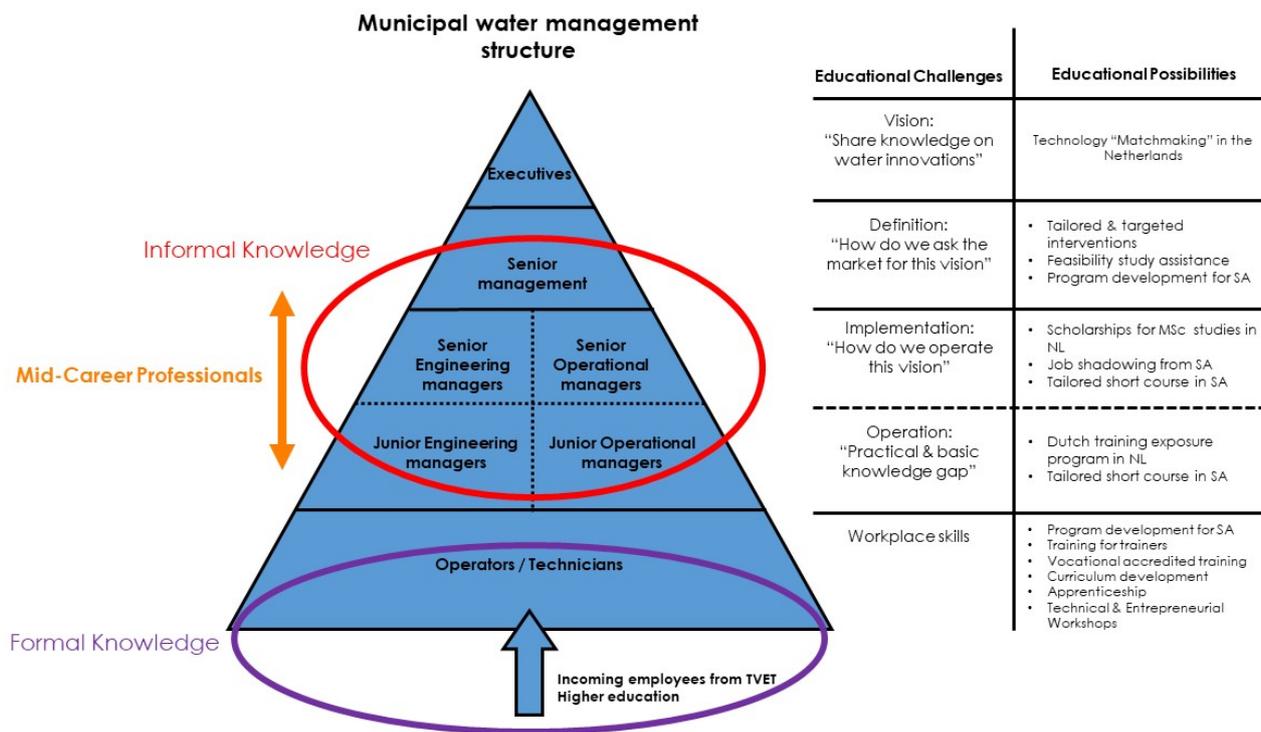
⁵ "A delicate balance: Water scarcity in SA", page 7 - Institute for Security Studies, March 2018
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A knowledge cooperation with the municipalities and universities can stimulate cooperation on water technology and capacity building between the Netherlands-South African urban water sector and enhance working on these solutions together. The Netherlands can contribute with a Dutch approach to knowledge sharing, service-orientation, innovation and dedicated human resource development programmes. It can also bring expertise on planning, project management and innovation policy.

The Netherlands and South Africa have a long history in the area of strengthening water governance and facilitating knowledge transfer and skills development in the water sector. A point in case being the much lauded Kingfisher Programme, which links South African water catchment management areas with Dutch Water Authorities to exchange knowledge on catchment management strategies and improve water security. Integrated governance for economic, social and ecological water use in different catchment management areas is not yet applied and decision making is driven by a water sector perspective, rather than from a holistic perspective that includes all different (also non-water) partners. South Africa's water management needs to strengthen the regional approach with neighbouring countries which make use of the same riverbasins. This does require a connection and exchange between the different countries (which should also be taken into account in the OKP). A good example of transboundary cooperation between South Africa, Swaziland and Mozambique is the Inkomati basin in the Inkomati CMA and the Wetland Awareness Programme in Lesotho.

Another example of cooperation was the Centre of Expertise launched in eThekweni in 2013 to pilot innovative water solutions for local municipalities. Going forward, the Netherlands will be focusing on three areas to further strengthen cooperation with South Africa on water resources management: industrial water treatment and reuse, reservoir management and water efficiency.

The diagram below reflects a gap analysis conducted by EKN . The analysis addresses the challenges and provides a framework as to what the cooperation between the Netherlands and South Africa on capacity building for urban water management could look like.



The embassy's objectives in the field of post-secondary education, relevant to the priority themes.

EKN's Multi Annual Interdepartmental Policy Framework (2016-2020) emphasizes sustainable trade relations and investment, involvement of Dutch private sector in the South African market and South Africa's regional role. Co-create South Africa stands for innovative partners for sustainable solutions. MIB's focus in the OKP's themes of agriculture and water are: Climate smart agriculture, integrating new farmers into agri-business; agro-logistics, enhancing agro-trade relations and climate smart cities with integrated water management.

The education and training gap in the priority themes

The education landscape in South Africa is reflected in the National Qualification Framework (NQF). The framework provides an overview of educational programmes on the basis of the outcome levels. Annex 7 compares the qualification levels between South African and the Netherlands in the different institutional types (including for TVET (FET college and ATI's), technical training and universities (EKN study, 2017) .

The SETAs (Sector Education and Training Authorities) are organized per sector. For example, AgriSETA is for agriculture, and accredits 1-4 levels of NQF (while DHET and the Council of Higher Education accredits NQF 5-10). Companies pay skills levies via the South African Revenue Service (SARS) to SETAs who facilitate training for employees. Usually they approve and fund proposals from training institutes that train the workers of the companies.

The political context in South Africa, which focuses on transformation of the sector, offers more opportunities - and need - for a stronger education sector. Transformation refers broadly to the increase in the percentage of black persons in management positions, proportion of land in the hands of black owners and proportion of the economy that is owned by black people. Businesses are assessed in terms of their contribution to the national priorities of broad-based black economic empowerment (BBBEE).

Furthermore, legislation requires that companies that employ a given number of employees are required to contribute levies to the *National Skills Fund*. They can then undertake capacity building activities and claim the funds back through their respective SETA. So, both the requirement for a good BBBEE score and the payment of skills levies encourage companies to invest in capacity building activities. These training activities need to be provided by a service provider accredited with SETA.

TVET education

The main player in the legislative and education policy context is DHET. DHET supervises the Universities (26) and the Technical Vocational Education and Training (TVET) colleges (50) of which only a few offer an agricultural programme (see reference to Embassy study in annex 5).

The Minister of Higher Education, in partnership with four industry associations has officially launched Centres of Specialisation (CoS) initiative which is founded in the following policy framework:

- The DHET 'White Paper for Post-School Education and Training: Building an Expanded, Effective and Integrated Post-School System' wherein it is stated: *Since the main purpose of the TVET colleges is to prepare students for the workplace and/or self-employment, it is essential that they develop and maintain close working relationships with employers in their areas of study. Close partnerships between colleges and employers will assist the colleges to locate opportunities for work-integrated learning and help them to place students when they complete their qualifications.'*
- Priority trades needed for the implementation of government's National Development Plan in general and its National Infrastructure Plan (e.g. Strategic Infrastructure Projects) more particularly.

Centres of Specialisation(CoS)

The Centres of Specialisation Programme is a (DHET) initiative designed to meet objectives simultaneously:

- Establish 26 CoS (two per priority trade) across the country that will become leading public institutions to, in a dedicated manner, develop high quality, employable artisans.
- Use the Occupational Qualifications registered with the QCTO as the basis for training the apprentices. These Occupational Qualifications will further be supported by comprehensive National Occupational Curriculum Content (NOCC) and learning material.
- Implement the artisan training programme and process by adopting the dual system for training apprentices.
- Ensure strong and lasting partnerships with industry involved in the trades allocated to the selected CoS.

TVET Education in agriculture

At the moment still, the Department of Agriculture Fishery and Forestry (DAFF) formulates and implements the Vocational Agricultural Education policy for the Agricultural Training Institutes (ATIs). The 12 ATIs in SA are governed differently. Only Grootfontein falls directly under DAFF. The other colleges fall under provincial governance, except for Fort Cox, that has an autonomous governing board. There is an extended discussion of transferring ATIs to DHET. This has had a negative impact on the colleges, as provincial governments (in particular the agricultural departments) are reluctant to invest in the colleges (see the EKN study on agricultural education for all the other actors in the agricultural training and education area).

Education and Municipal water management programme

The Netherlands and South Africa are working together in the water area (see annex 8 on specific programmes). The Development Network Africa carried out an identification study in the water sector for the capacity development programme NICHE (Jitsing, 2009). The study provides a good overview of the education institutes in the water area in South Africa. In NICHE, the Tshwane University of Technology and CPUT in Cape town have built strong capacity in IWRM and Waste Water Management respectively (see annex 6).

Analysis of the education and training gap for the priority themes

Food & Nutrition Security

Looking at the needs in the sector, linked to the embassy's objectives relevant to this theme the focus should furthermore be on producing areas and regions/provinces where metropolises are (such as eThekweni/KZN, Cape town/WC, Johannesburg/Tshwane/Gauteng/Limpopo) and on previously disadvantaged individuals and women in order to make emerging (commercial) farming becoming more productive as priorities.

Key needs that need to be addressed (see EKN study, 2017):

- Lack of technical skills amongst staff at ATIs
- The lack of skills (especially non-technical) of emerging farmers (including land reform beneficiaries)
- Identification of hosts for internships and placements of students and interns in SA and NL
- Addressing specific skills gaps in certain sectors while considering the whole agricultural value chain.

Needs that arose from the roundtable organised by the Agricultural Counsellor of the Netherlands Embassy, 12 May 2017:

- Placement, upgrading and upskilling strategies in areas of livestock and horticulture
- Value chain development and upskilling in the context of land reform
- Involvement of future employers for business to input in education and education to respond to the labour market; keep up to date with new technology and promoting

industry and education connection via a website, in areas of horticulture and livestock.

Key needs to be addressed in multi stakeholder platforms with representation of: Universities of Technologies, DAFF with ATI's, AgriSETA, Department of Agriculture at the national level; training institutes, private sector, centres of excellence and retailers. The specific recommendations of the EKN agricultural education study (2017) must be consulted for further insight into the key needs and sector.

Water

The water sector is addressed with the focus on improving skills in municipal water management to improving access to water.

For the skills development of students, staff, farm workers and farm management, the skills gap in the water sector can be summarised as follows:

- SA is faced with a shortage of skilled personnel to implement and supervise maintenance. The problems are compounded by fading institutional memory, as individuals retire or join the private sector for better rates.
- A skills gap analysis conducted by the WRC in 2015, looking at numbers of staff and their skills relative to required skills, showed significant skills gaps in all water sector institutions, including DWS (over 30%), CMAs (BOCMA 36%), water boards and municipalities (eg. Moses Kotane 55%).
- the number of Civil Engineering graduates doubled between 2010 and 2015 from approximately 1000 to 2000 graduates per year. It is not clear how many of these graduates seek work in the water sector. Other graduate numbers with qualifications that apply to the water sector also increased dramatically in this period, with there no longer being a shortage of science graduates. However, the challenge of appointing qualified and experienced staff remains.
- There is not enough supply of skills the sector is demanding. The "Municipal Benchmarking Initiative" report from 2015 – compiled by the SA Local Government Association and the Water Research Commission – found the country didn't even have 10% of the required number of engineers needed to adequately run the country's municipal water networks.
- The water sector education structure is fragmented with no specific vocational or higher education water studies. In the coming years, SA plans to establish regulations on required qualifications for DWS, COGTA 2022 and experience for senior and technical positions in DWS, CMAs, water boards and municipal water services.

Technical & Vocational Education and Training

While it is the Government's goal to let TVET colleges (FET in DHET; ATI's in DAFF) prepare students for the workplace and/or self-employment, it is also clear that there is a big gap between this goal and the reality. FET and ATI College Staff is not sufficiently exposed, experienced and qualified to properly train the students and the relevance of curricula financially supported by the Department of Higher Education and Training and DAFF has

also been questioned . Moreover, College facilities are in many instances lacking essential equipment whereas mechanisms for the involvement of industry/employers are weak in all stages of the curriculum design and delivery cycle for both FET and ATI's. As a result, employers do not feel they are getting TVET College graduates with a sufficient level of occupational and entrepreneurial skills and understanding of general business processes and practices. The Centres of Specialisation (CoS) as explained above tries to bridge the gaps.

The Public TVET Colleges (DHET) appointed as CoS require substantial and diverse capacity development. The Orange Knowledge Programme can make a contribution towards this and generally to support and strengthen the process of taking forward the CoS in FET colleges and ATI's. The nature of support required is diverse and could be clustered under the following areas:

- Institutional collaboration with specialised Dutch institutions for best practice delivery of trade qualifications.
- Institutional strengthening of TVET FET colleges and ATI's (DAFF) – technically, lecturers, management and governance for the delivery of Occupational Programmes based on a dual system approach.

Gender and previously disadvantaged groups

A good example to use as point of reference is the gender and inclusive approach of NEPAD (New partnership for Africa's Development), implementing CAADP, The comprehensive Africa Agriculture Development Programme in Africa. They have developed gender approaches in agriculture and inclusive development. Regions/provinces with metropolises (such as eThekweni/KZN, Cape town/WC, Johannesburg/Tshwane/Gauteng) and on previously disadvantaged individuals and women to make emerging (commercial) farming becoming more productive.

V. Envisaged Theory of Change and outcomes

Based on the analysis of needs and the consultations with the stakeholders, a theory of change (ToC) for South Africa for Food and Nutrition Security (FNS), Water, and TVET has been formulated. This ToC is based on the general [OKP ToC](#) and describes the way the OKP programme will contribute to a set of outcomes and medium and long term impacts. The interventions identified will contribute to the achievement of these outcomes.

The analysis has also provided information on the current situation in the priority theme in terms of capacity and skills requirements, and thus education and training needs. These data constitute a reference point (baseline) for measuring progress in achieving the targeted outcomes, which is reflected in annex 3.

The OKP programme in South Africa aims at the following outcome(s) and impacts:

Contribute to End hunger (SDG 2) , ensuring availability and sustainable management of water and sanitation for all (SDG 6), and to end poverty in all forms (SDG 1), 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.

In order to achieve this all interventions will have to contribute to one or more of the following **objectives (long-term impact at programme level)**:

1. **Promote agricultural growth** (Contribute to doubling agricultural productivity and/or income of 8 million family farms by 2030);
2. **Create ecologically sustainable food systems** (Contribute to converting 7.5 million of hectares of farmland to sustainable use by 2030);
3. **Reduce malnutrition** (Contribute to lifting 32 million people out of undernourishment by 2030);
4. **People use safe drinking water and adequate sanitary facilities (i.e. water, sanitation and hygiene (WASH))** (Contribute to 30 million people using safely managed drinking water services by 2030 & contribute to 50 million people using safely managed sanitation services, including a handwashing facility with soap and water by 2030 & contribute to x people living in open defecation free communities);
5. **Water is used sustainably and equitably** (contribute to 20 million people having enough water of good quality throughout the year by 2020).

Medium term impacts at country level:

- 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.

Outcomes at project level:

- 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)

Please consult the annexes listed below for further information:

- Annex 2. Theory of Change for the OKP programme in South Africa for FNS with water
- Annex 3. Matrix of OKP programme outcomes and impact indicators
- Annex 10. The triple helix approach

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 institutional cooperation projects and group training. Based on those calls key organisations in [COUNTRY] 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. Among these organisations and proposals, one or more will be selected for OKP support in the form of short or longer cooperation projects, scholarships, group trainings or a combination. Nuffic may also organise open calls for joint proposals by consortia of Dutch and requesting organisations. Please refer to the [policy framework](#) that underlies the OKP and an explanation of the various modalities in annex 11.

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

For South Africa it is expected to work with open calls through which the Dutch and South African partners write a joint proposal for the TVET area (CoS), agricultural area (skills development in the value chain) and water area (strengthening skills in municipal water management), or any combination of these three areas (e.g. CoS with water through focus on plumbing, welding, pipe fitting etc.).

The formation of multi stakeholder platforms is encouraged when developing joint proposals, with representatives from education, government and the private sector (the triple helix approach, see annex 10).

Focus is also on sustainable cooperation.

The representatives of the joint proposals will meet and discuss about the project activities regarding groups training, institutional strengthening and scholarships, in consultation with the NESO Director and the Nuffic programme manager.

A Preliminary planning of implementation is as follows:

Timeline:

Step	Date
CPI South Africa published on Nuffic website	30 June 2018
First call for institutional projects and/or SA partners and/or TMT published	August 2018
Deadline call	8 – 10 weeks after publication call
Selection partner	4 – 6 weeks after deadline call
Start of project in case joint proposals	4Q 2018

Result areas for FNS:

Skills development of student, staff, farm workers, farm managers through internship and placement programmes in which TVET education institutes collaborate with government, the private sector, SETA's. On the Job Training, Training of Trainers and inclusion of gender and previously disadvantaged groups. Group trainings are of key importance. Dutch Networks and TVET institutions, play an important role in this skills development area.

Result areas for water

Based on the challenges of the SA water sector, dialogue with a broad range of water stakeholders and synergy with already existing water initiatives from the Netherlands, OKP will focus on the following issues:

1. Stimulating knowledge transfer and exchange on innovations for a resilient water future in SA
 - Training of municipalities on planning & design procedures, building on the network of the Centre of Expertise.
 - Working together with universities and private sector on new innovations that suit the SA structural problems by enhancing cooperation and training between NL & SA.
2. Closing the skills gap for qualified technical staff (focus on vocational level)
 - Developing the trainer programmes for staff in waste water treatment plants

Possible partners: Municipality of eThekweni, Cape Town, Johannesburg & Tshwane, SALGA, WRC. Regional dimension: training and knowledge exchange can be extended to other municipalities in surrounding countries

Result areas for TVET

The aim of the proposed OKP collaboration and support is strengthening the CoS in FET colleges and ATI's. The nature of support required is diverse and could be clustered under the following 3 result areas:

Result Area 1: Institutional collaboration with specialised Dutch institutions for best practice delivery of trade qualifications.

Result Area 2: Institutional strengthening of FET colleges and ATI's – technically, lecturers, management and governance for the delivery of Occupational Programmes based on a dual system approach.

Result Area 3: Enhancement of DHET structures and systems to take forward and support the CoS initiative and to be applied to ATI's.

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>	<i>2018 – 2022 in millions</i>
Multi-year institutional cooperation	EUR 4
Integrated scholarships for individuals	EUR 1,3
Integrated scholarships for group trainings	EUR 1,7
Co-financing	EUR 2,5
Total	EUR 9,5

The total amount per theme will be allocated to institutional strengthening, group training and scholarships.

Co-Financing

OKP promotes co-funding and matching of funds. South Africa is categorised as Upper Middle Income Countries and Territories (UMIC)^[1]. Proponents applying for Tailor Made Trainings and Institutional Partnership projects are required to include 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. For South Africa Nuffic will introduce a minimum level of co-financing as mandatory for applications as follows:

% of Cofinancing	In 2018	In 2019	In 2020	In 2021
UMIC	10%	20%	25%	25%

There is a potential for co-funding in South Africa. Examples are: DHET has indicated to be willing to provide co-funding. The exact amount must be discussed based on the amount available for TVET. The EKN agricultural education study (2017) indicates that DAFF considered giving bursaries to staff from the Agricultural Training Institutes to improve their practical skills and that AgriSeta was willing to fund capacity building of staff. In general BBBEE policies require that companies invest in activities (including capacity building) that improve their score. Payment of skills levies is a regulatory requirement and thus there is an incentive to provide training and claim back the costs from AgriSETA.

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

<i>Period of implementation: 2018 – 2022</i>	Food and Nutrition Security	Water
Multi-year institutional cooperation,	EUR 1,770,000	EUR 2,230,000
Group training	EUR 800,000	EUR 900,000
Scholarships for individual training	EUR 600,000	EUR 700,000
Alumni activities	PM	PM
Total	EUR 3,170,000	EUR 3,830,000

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

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.

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.

South Africa leads the continent in the advancement of agricultural technology, particularly in crop production. This is being driven by climate change and growing variability that have increased the need for research and development. Leading the continent means also spreading knowledge and education from South Africa into Sub-Saharan Africa. It is important that implementers consult the programmes of other donors and stakeholders.

The study of the Embassy of the Kingdom of the Netherlands (2017) in the green educational area has elaborated on a wide range of actors in the agricultural sector that need to be taken into account while working via multistakeholder platforms. Actors from the water area need to be included in the platforms, focussing on the skills of efficient water use and waste water management.

Nuffic is closely monitoring national and regional programmes by other donors involving South Africa. Where possible links will be sought with national policies and other donors to make sure goals are aligned and impact can be enhanced.

An example of such cooperation could be the World Bank's Strengthening Agricultural Higher Education in Africa (SHAEA) that is currently being developed and in which the South African government has indicated to participate. This programme focuses on 6 key gap areas: 1) Agribusiness and Entrepreneurship, 2) Agri-food Systems and Nutrition, 3) Rural Innovations and Agricultural Extension, 4) Agricultural Risk Management and Climate Change Proofing, 5) Agricultural Policy Analysis, and 6) Statistical Analysis, Foresight and Data Management. Both the World Bank and the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) are interested in working together with the Netherlands in this programme.

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 South Africa for FNS with water
- Annex 3. Matrix of OKP programme outcomes and impact indicators
- Annex 4. The description of the identification process
- Annex 5. Other references
- Annex 6. NFP, NPT and NICHE projects in South Africa
- Annex 7. South African and Dutch qualification levels
- Annex 8. Water cooperation and four flagship programmes
- Annex 9. 26 TVET colleges selected as Centres of Specialisation
- Annex 10. Triple helix approach
- Annex 11. Overview of OKP modalities

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.

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 South Africa the three instruments will be offered in the form of an integrated approach.

The following basic principles govern the programme:

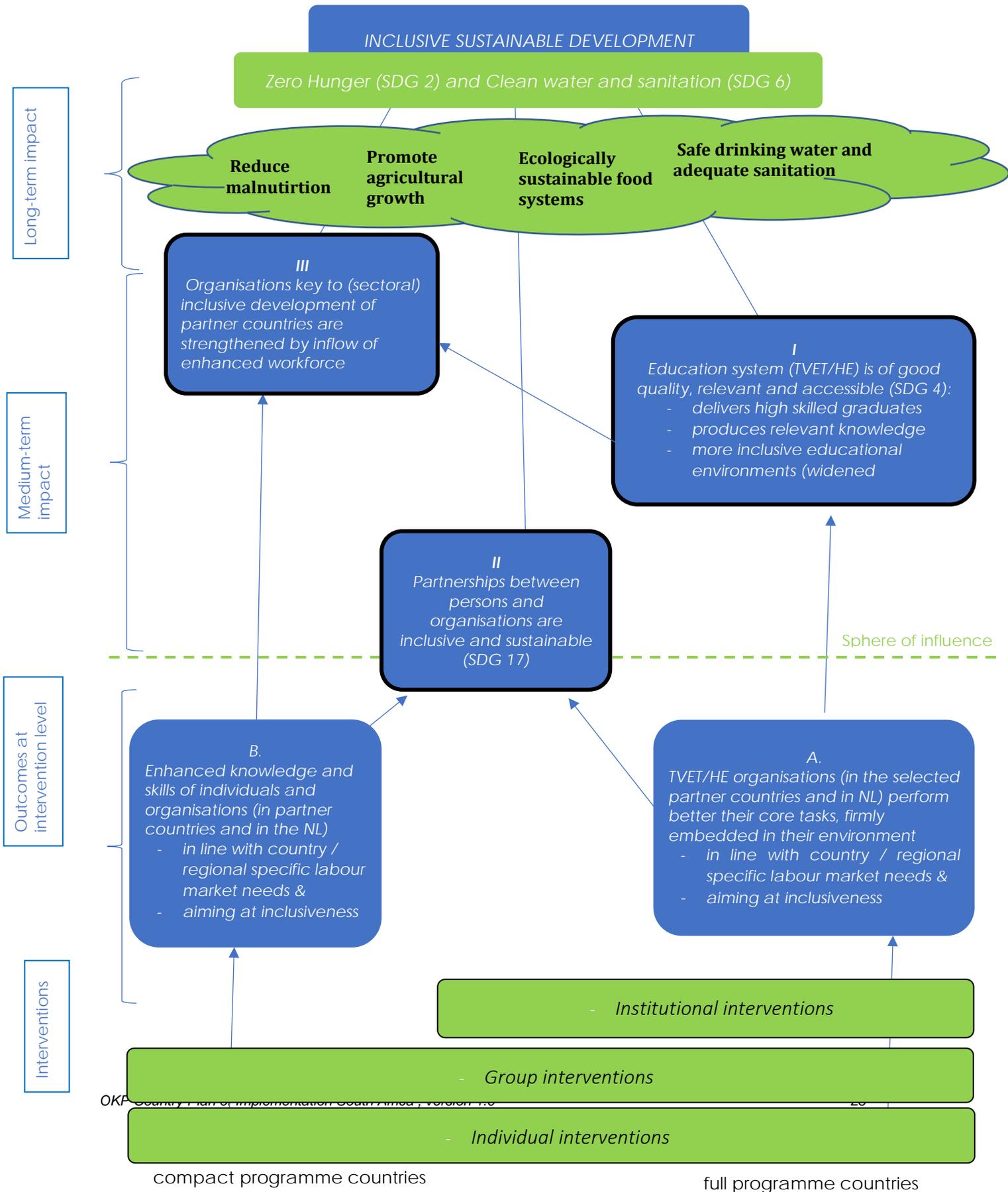
- *Innovation:*
Is key to the development and implementation of the programme and is incorporated in all aspects of the programme.
- *Reciprocity and equality:*
More attention should be devoted to reciprocity and ownership should shift to the Technical and Vocational Education and Training and Higher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

The general Theory of Change for the OKP-programme can be found through the [link](#).



Annex 3 Matrix of expected outcomes of the OKP programme in South Africa

Monitoring & Evaluation Framework for Food and Nutrition Security and Water

- This matrix is intended to make clear that all FNS interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Ministry of Foreign Affairs of the Netherlands (<https://www.dutchdevelopmentresults.nl/theme/food>);
- It is important to be aware that this matrix is subject to adjustments, in line with the Dutch development policy;
- When designing an FNS 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 a specific long-term impact or choosing more compulsory indicators, depending on the country focus.

Objective: Contribute to End hunger, achieve food security and improved nutrition and promote sustainable agriculture (SDG 2) 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 FNS ToC)			
Long term impact	Long term impact indicator	Medium-term impact indicator	Outcome indicator (project level)
1) Reduce malnutrition	Number of people lifted out of undernourishment	<ul style="list-style-type: none"> - Number of undernourished people with improved food intake (indirectly**) - Number of undernourished people with improved access to healthy/diverse food (indirectly**) - Number of undernourished people whose nutritional situation became more resilient to shocks (indirectly**) 	<ul style="list-style-type: none"> - Number of undernourished people with improved food intake (directly*) - Number of undernourished people with improved access to healthy/diverse food (directly*) - Number of undernourished people whose nutritional situation became more resilient to shocks (directly*)
2) Promote agricultural growth	Number of family farms (sub-sector, male/female, age: % < 35) that doubled their productivity and/or income	<ul style="list-style-type: none"> - Number of family farms (sub-sector, male/female, age: % < 35) with increased productivity and/or income (indirectly**) - Number of family farms (sub-sector, male/female, age: % < 35) with improved access to input and/or output markets (indirectly**) - Number of family farms (sub-sector, male/female, age: % < 35) whose farming enterprise became more resilient to shocks (indirectly**) 	<ul style="list-style-type: none"> - Number of family farms (sub-sector, male/female, age: % < 35) with increased productivity and/or income (directly*) - Number of family farms (sub-sector, male/female, age: % < 35) with improved access to input and/or output markets (directly*) - Number of family farms (sub-sector, male/female, age: % < 35) whose farming enterprise became more resilient to shocks (directly*)

3) Create ecologically sustainable food systems	Number of hectares of farmland converted to sustainable use	<ul style="list-style-type: none"> - Number of hectares of farmland used more eco-friendly (indirectly**) - Number of hectares of farmland that became part of improved watershed/landscape management (indirectly**) - Number of hectares of farmland that agro-ecologically became more resilient to shocks (indirectly**) 	<ul style="list-style-type: none"> - Number of hectares of farmland used more eco-friendly (directly*) - Number of hectares of farmland that became part of improved watershed/landscape management (directly*) - Number of hectares of farmland that agro-ecologically became more resilient to shocks (directly*)
4) Water is used sustainably and equitably, ensuring the needs of all sectors and the environment	Number of people having enough water of good quality throughout the year	<ul style="list-style-type: none"> - number of river basin delta organizations supported on water management (indirectly) - number of professionals trained in water management (indirectly) - number of people benefitting from operational plans for integrated water resources management of basins (indirectly) - area of basins with an operational plan for integrated water resources management (indirectly) - number of people supported for protection against floods (indirectly) - number of people supported for improved irrigation and drainage (indirectly) - number of people supported for improved watershed protection (indirectly) - number of people supported for safe drinking water and adequate sanitary facilities (indirectly) 	<ul style="list-style-type: none"> - number of river basin delta organizations supported on water management (directly) - number of professionals trained in water management (directly) - number of people benefitting from operational plans for integrated water resources management of basins (directly) - area of basins with an operational plan for integrated water resources management (directly) - number of people supported for protection against floods (directly) - number of people supported for improved irrigation and drainage (directly) - number of people supported for improved watershed protection (directly) - number of people supported for safe drinking water and adequate sanitary facilities (directly)
5) People use safe drinking water and adequate sanitary facilities	Number of people using safely managed drinking water and adequate sanitary facilities	<ul style="list-style-type: none"> - number of people trained in WASH (indirectly) - number of WASH organisations indirectly strengthened. - number of climate resilient drinking water points constructed (indirectly) - number of climate resilient sanitary facilities constructed (indirectly) - number of students / pupils benefitting from improved drinking water and sanitary facilities in schools (indirectly) - number of health centres with improved drinking water and sanitary facilities (directly) 	<ul style="list-style-type: none"> - number of people trained in WASH (directly) - number of WASH organizations directly strengthened. - does this project use the DGIS-IGG sustainability tools - (clause, check, compact) - number of domestic financing mechanisms. - total amount of funds leveraged by third parties. - number of people with access to micro finance for WASH - number of climate resilient drinking water points constructed (directly) - number of climate resilient sanitary facilities constructed (directly)

			<ul style="list-style-type: none"> - number of students / pupils benefitting from improved drinking water and sanitary facilities in schools (directly) - number of health centres with improved drinking water and sanitary facilities (directly)
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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.

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

	<ul style="list-style-type: none"> - % of alumni still employed by the organisation that nominated them - % employers that states that their department/organisation has become more effective because of OKP intervention - testimonials from employers on organisational changes (implemented procedure/techniques, work ethic etc. due to trained staff (critical mass))
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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
<p>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</p>	<ul style="list-style-type: none"> ➔ Education <ul style="list-style-type: none"> - number of knowledge institutions supported directly - increased participation of students from minorities - 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) - number of graduates delivered (male/female/minorities degree/non-degree) (directly*) - number of curricula for degree, non-degree and short courses revised/newly developed - number of students enrolled in revised/newly developed study programmes (male/female) - student satisfaction (male/female) ➔ Research <ul style="list-style-type: none"> - number of research strategies/agenda/methodologies revised/strengthened and implemented - number of relevant publications (level, gender, inclusion) - number of relevant innovations ➔ Society <ul style="list-style-type: none"> - number of beneficiaries reached with knowledge, skills and techniques (directly*) - number of MoUs or other types of collaboration agreements signed (education, private, public, surrounding community) (in NL, own country, other country) - number of students performing an internship or practical work (male/female) - number of SMEs supported - number of improvements in (inter)national policies/laws (directly*) ➔ Organisational <ul style="list-style-type: none"> - improved gender equality and gender awareness in the workplace - number of organisations revised/developed and implemented a strategic plan - number of organisations revised/developed institutional mechanism for quality assurance - number of organisations with a revised/developed system to register and monitor its alumni - number of organisations have developed and implemented a system to regularly survey the satisfaction of students, short courses participants, graduates and/or employers - number of laboratories established/strengthened - number of libraries/resource centres established/strengthened - % of men and women in management of faculty/department - % of men and women of teaching staff of faculty/department - number of organisations with improved policies or procedures to encourage access to education of minorities

	<ul style="list-style-type: none"> - diversity in participation of project activities for management and teaching staff (i.e. balance junior/senior staff, women/men, ethnic diverse) - number of organisations with policies and procedures to ensure an environment which is gender sensitive - number of organisations with policies and procedures to ensure an environment which is conducive for minorities
<p>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 & aiming at inclusiveness</p>	<ul style="list-style-type: none"> → <i>Individual</i> - number of scholarship holders that have successfully completed course/training (level/male/female/minorities) - % scholarship holder's/alumni satisfaction - % of scholarship holders/alumni employed post-study within region and same employer (men/women) - % of scholarships awarded to women - % of scholarships awarded to minorities - % of quota for scholarships for women - % of quota for scholarships for minorities - number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of female candidates - number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of minorities - % alumni who state that they have acquired new knowledge and skills; e.g. problem solving, effective communication - % alumni who are promoted/ upgraded to a more senior position post-study - changes in personal, academic and professional attitudes and attributes through training and education programmes - improved gender equality and gender awareness in the workplace → <i>Organisational</i> - number of organisations strengthened by individual and/or group training (private/public) - alumni implement the acquired knowledge and skills within their working environment - employers satisfaction on the added value of return scholars to the initial working environmental - number of organisations with institutional mechanism for quality assurance - number of organisations developed and implemented a gender strategy

* 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 Description of the identification process

The identification was as follows:

- The compact scan prepared by the embassy which was still very much broad.
- The presence of the NESO office allowed Nuffic to be in a continuous conversation with main stakeholders from the start of the Orange Knowledge Programme in August 2017.
- Visit from a delegation of the Department of Higher Education and Training to the Netherlands in October 2017 (within the framework of the Dutch visitors programme) with a specific goal of studying the Dutch TVET system and translating best practices to the South African context. The delegation was led by the Director General (SG level in NL) and consisted of various directors of the department.
- Various visits from Nuffic and the water expert of the embassy to stakeholders in South Africa.
- Meetings, consultations and Round tables as part of the study published June 2017 (on opportunities in agrofood, see annex 5), followed by round tables with the agricultural attaché in Pretoria (February 2018) and Kwazulu Natal (November 2017), Western Cape (ibidem)
- Round table with DHET and stakeholders in December 2017
- Nuffic conducted various visits by itself in February 2018
- This all culminated in a mission for the full scan conducted by Rosa Borges and Mervin Bakker in the presence of Mr. Ronald Siebes (DSO, MoFA). This mission included:
 - Meeting with senior management and specialists of the embassy
 - High-level working dinner with triple helix partners
 - Stakeholder meeting with South African partners

Main conclusions according to stakeholders from government, corporate sector and education:

- Youth unemployment is one of the biggest problems South Africa is facing
- Work place/business/entrepreneurial skills are identified as the most important skills/education gap in South Africa
- To bridge this gap more and intensified cooperation within the triple helix is proposed in both work placement/apprenticeships and curriculum development.
- Within the education sector, vocational and technical education are seen as top priority
- SA government is interested in cooperating with the Orange Knowledge Programme, but only if it can contribute to systemic impact.
- Water and Food Security & Nutrition are the two focus sectors for South Africa.
- To do justice to the identification process and the demand to work at system level the two focus areas will be linked to overarching/cross-cutting interventions in TVET.

Annex 5 Other references

- AgriSETA, career guide 2016
- CINOP, 2017. Best Practice, TVET systems. BMS and LSS for colleges in South Africa (brochure).
- Chaminuka, P. et al (2016) Tacati report, Transformation through institutional peering – Agricultural Training Institutes learning from each other. WUR publication.
- Embassy of the Kingdom of the Netherlands, Ministry of Economic Affairs, Ministry of Foreign Affairs (June 2017) Opportunities for structural engagement between Dutch green educational institutes and South African agricultural training institutes and business. A study commissioned by the embassy of the Kingdom of the Netherlands in South Africa and conducted and written by Carin Vijfhuizen and Brigid Letty
- Embassy of the Kingdom of the Netherlands, Meerjarig Interdepartementaal Beleidskader (MIB) 2016-2020
- Jitsing, A
- Laarse, G. van der (2010) Study conducted on sustainable agriculture in the framework of NICHE/Nuffic program.
- Ministry of Economic Affairs (2016) Ontwikkelagenda groen onderwijs (2016-2025), The Hague

Annex 6 NPT, NICHE and NFP support

Overview of the NPT portfolio 2009 South Africa

Project	Project Number	Partners	Budget Period
<p>1. Improving the capacity of Cape Institute for Agricultural Training, Elsenburg College.</p> <p><i>Objective: Improving the capacity of CIAT to contribute to extension delivery services to emerging farmers in the Western, Eastern and Northern Cape Provinces in South Africa</i></p>	<p>ZAF/112 (CIAT)</p> <p>ZAF/174 (WUR)</p>	<p>SA: CIAT, Elsenburg Agricultural College</p> <p>Wageningen International (formerly: International Agricultural Centre) with partners Van Hall Larenstein (VHL) University for Professional Education and Wageningen University (WU). All consortium partners are members of Wageningen University & Research centre (WUR).</p>	<p>1,8 Million Euro</p> <p>01/09/05 to 31/08/08.</p>
<p>2. Developing the capacity of management and staff to implement the transformation processes at the University of Venda, Limpopo province.</p> <p><i>Objectives:</i></p> <p><i>1. Enhanced capacity of management to develop and implement strategies under the new Mission and Vision of UNIVEN</i></p> <p><i>2. Strengthening of the capacity of teaching staff to implement problem based Curriculum</i></p> <p><i>3. Developing research and innovation under the research strategy of UNIVEN</i></p> <p><i>4. Improving the teaching and research infrastructure</i></p>	<p>ZAF/111 (Univen)</p> <p>ZAF/186 (Mundo)</p>	<p>SA: University of Venda</p> <p>NL: University of Maastricht (Mundo)</p> <p>Hogeschool Zuyd</p>	<p>1,5 Million Euro</p> <p>01/10/05 to 30/09/09</p>
<p>3. Institutionalizing Agricultural Research for Development in Post-Secondary Education and Training: Multi-stakeholder capacity building in service</p>	<p>ZAF/166 (ARC)</p> <p>ZAF/194 (ICRA)</p>	<p>SA: Agricultural Research Council (ARC)</p> <p>NL: International Centre for development oriented</p>	<p>1,5 Million Euro</p> <p>1/01/06 to 31/12/09</p>

<p>of the 2nd agricultural economy of SA</p> <p><i>Objectives:</i></p> <p><i>To enable the post-secondary education system in SA to obtain and institutionalize the capacity to educate agricultural R&D professionals, students and trainers in ARD skills</i></p>		<p>Research in Agriculture (ICRA)</p>	
<p>4. Improving the capacity in agricultural education and training at the Cedara, Lowveld, Madzivhandila and Potchefstroom Colleges of Agriculture in South Africa.</p> <p><i>Objective:</i></p> <p><i>The Colleges of Agriculture effectively deliver education and training in South Africa which is responsive to the needs of the developing agricultural sector and its policies and priorities (e.g. land redistribution programs, poverty alleviation, food security, AGRIBEE) and in particular the needs of the emerging farmers.</i></p>	<p>ZAF/167(ICATE)</p>	<p>SA: National Department of Agriculture and 4 Agricultural Colleges</p> <p>NL: Wageningen International Part of Wageningen University and Research Centre (Wageningen-UR)</p>	<p>3 Million Euro</p> <p>01/04/06 to 31/03/09</p>
<p>5. Enhancing the quality and relevance of education and research in the Social and Natural Sciences at the University of Zululand.</p> <p><i>Objective:</i></p> <p><i>To strengthen the capacity of staff at University of Zululand (Unizul) in order to improve the quality of education and research, and to contribute to the goal of transforming Unizul into a comprehensive university.</i></p>	<p>ZAF/200 (Unizul)</p> <p>ZAF 213 (WUR)</p>	<p>SA: University of Zululand</p> <p>NL: Wageningen International Part of Wageningen University and Research Centre (Wageningen-UR)</p>	<p>1,5 Million Euro</p> <p>01/07/06 to 30/06/09.</p>
<p>6. Support to the Department of Education for the</p>	<p>ZAF/164 (DoE)</p>	<p>SA: DoE:FET</p>	<p>2 Million Euro</p>

<p>development of a business management system at selected FET colleges.</p> <p>Objective</p> <p><i>To pilot the development of a Business Management System at three FET Colleges that would improve governance, planning and management of the sector and enhance the flexible delivery of programs by FET Colleges</i></p>	ZAF214 (Cinop)	<p>NL: CINOP BV, Hanze Hogeschool,</p> <p>DM: Copenhagen Development Consulting</p>	01/06/06 to 31/05/2010
<p>7. Improving the capacity of Buhle Farmers Academy for skills development of emerging farmers in South Africa.</p> <p>Objectives:</p> <p><i>Buhle Farmers' Academy has increased the quality and quantity of staff capacity to enhance the quality and effectiveness of training and skills development services to resource poor emerging farmers.</i></p> <p><i>Buhle Farmers' Academy has established a strong business base in order to ensure sustainability of the institution's services for emerging farmers in the agricultural sector</i></p>	NPT/ZAF/276	<p>SA: Buhle Farmers' Academy</p> <p>NL: PTC+ and Wageningen International</p>	<p>960.000 Euro</p> <p>01/09/2008 to 30/06/2012</p>
<p>8. Strengthening the Centre for Teaching and Learning and the SET Faculty of Walter Sisulu University</p> <p>Objectives:</p> <p><i>1. The academic, support and management members of staff of the Centre for Learning and Teaching (including its T&L Resource Centres), are, in terms of academic, managerial and technical support skills, able to implement the CLT</i></p>	NPT/ZAF/237 + ZAF 269	<p>SA: Walter Sisulu University</p> <p>NL: University of Groningen, Erasmus University Rotterdam</p>	<p>1,8 Million Euro</p> <p>1/10/07-31/09/11</p>

<p>objectives as described in its Business Plan.</p> <p>2. The managerial and academic staff of the Faculty of Science Engineering and Technology is, through assistance of the CLT, able to respectively facilitate, develop and conduct renewed academic programs, applying the use of updated content, innovative approaches and applications (e.g. ICT based) in Teaching and Learning.</p>			
<p>9. Enhancing TUT's Capacity for Research and Postgraduate Training in Electric Power and Industrial Systems and establishing a Centre for Energy and Electric Power. (EEPIS)</p> <p>Objective:</p> <p>To assist TUT to enhance its capacity and competency in research and postgraduate training in all aspects of Electric Power and Industrial systems and to establish a centre for Energy and Electric Power.</p>	<p>NPT/ZAF/243 + ZAF 266</p>	<p>SA: Tshwane University of Science and Technology.</p> <p>NL: Hogeschool Utrecht, University of Utrecht, Ecofys.</p> <p>GM: Technische Hochschule Aachen,</p>	<p>1,9 Mil. Euro</p>
<p>10. E-learning Leadership Project (eL2) at Tshwane University of Science and Technology</p> <p>Objectives:</p> <p>1. To institutionally improve and support the e-learning initiative and strategy of TUT by strengthening the capacity of management, operations and staff of TLT, and selected members of identified Faculties</p> <p>2. To create opportunities for staff and students to engage in tailor-made e-learning courses to improve their current teaching and learning practices.</p>	<p>NPT/ZAF/242 + ZAF 255</p>	<p>SA: Tshwane University of Science and Technology.</p> <p>NL: University of Groningen, Erasmus University</p>	<p>1.35 Mil. Euro</p>

Country	1st Project no.	2nd Project no.	NICHE PROJECTS IN SOUTH AFRICA					
			Project Title	Requesting Organisation (RO)	Accr	Contact person	Lead Netherlands	Contact person
ZAF	9		Enhancing institutional capacity in water and waste water treatment	Tswane University of Technology	TUT	KotzePA@tut.ac.za	UNESCO-IHE	N.Trifunovic@unesco-ihe.org
ZAF	12		Capacity strengthening in teaching and facilitated experiential collective innovation at three previously disadvantaged universities	University of Limpopo	UoL	Norris.d@ul.ac.za	ICRA	Driek.Enserink@wur.nl
ZAF	16	62	Capacity Building for Integrated Water Resource Management in South Africa	Cape Peninsula University of Technology (CPUT)	CPUT	Lagardiena@cput.ac.za	WU	Flip.Wester@wur.nl
ZAF	22		Strengthening the National Certificate – Vocational (NCV curriculum) in line with labour market demand for FET colleges.	The Department of Higher Education and Training	DHET	Singh.A@dhet.gov.za Futshane.T@dhet.gov.za	CINOP	Flemming Koch Tollkoch@gmail.com
ZAF	40		Strengthening the Management Information Systems and Information Management within the Department of Higher Education and FET colleges.	The Department of Higher Education and Training	DHET	Mommen.S@Dhet.gov.za	CINOP	Flemming Koch Tollkoch@gmail.com
ZAF	41		Capacity building for the transformation of Colleges of agriculture to Agricultural Training Institutes	Department of Agriculture, Forestry and Fisheries	DAFF	Jeanettesp@nda.agric.za	WU	Andre.boon@wur.nl
ZAF	77	88	Incubation and curriculum innovation in the Faculty of Economic Science and Information Technology	North West University	NWU	Herman.vandermerwe@nwu.ac.za	CINOP	HMaltha@cinop.nl
ZAF	03	14	Capacity building of the Elgin Learning Foundation	Elgin Learning Foundation	ELF	Leonie@elginlearning.org.za	WU	Andre.boon@wur.nl
ZAF	118	159	Sustainable Agriculture in South Africa (SASA)	Stellenbosch Univeristy	SU	rmalgas@sun.ac.za	CDI	Nico.rozemeijer@wur.nl

ZAF	123		Strengthening Agricultural extension in South Africa	Agricultural Research Council	ARC	PakelaY@arc.a gric.za	ICRA	Juan.ceballos@ wur.nl
ZAF	132		Strengthening PhD supervisory capacity in South Africa	Rhodes University	RU	c.boughey@ru.a c.za	VU	Wim.kouwenhov en@vu.nl

South Africa NFP/OKP results

Netherlands Fellowship Programme

2015	Master	Short Course	PhD	
Graduated	1	8		
Graduation-expected-shortly	5			
Selected			1	
Total	6	8	1	15

2016	Master	Short Course	PhD	
Graduated		1		
Graduation-expected-shortly				
Selected	3			
Total	3	1	0	4

2017	Master	Short Course	PhD	
Graduated		3		
Graduation-expected-shortly				
Selected	3			
Total	3	3	0	6

Orange Knowledge Programme

2018	Master	Short Course	PhD	
Graduated				
Graduation-expected-shortly				
Selected	15	12		
Total	15	12	0	27

TMT

	SOL/Delta nummer	Deadline	Discipline	Name requesting organisation	Dutch institution	Title	Start-datum	Eind-datum	Duur in dagen	Male participants	Female participants	Afgesloten
South Africa	NFP-TM.14/79	1-04-14	Food security	Agribusiness in Sustainable Natural African Plant Products	DLV Plant BV	Advanced greenhouse crop management	2-6-2014	8-3-2015	55	4	5	10-7-2015
South Africa	NFP-TM.14/84	1-04-14	Food security	Ad Luck Poultry holdings	Q-point	Value Chain simulation training and Organisational Development, to Heads of Sections and Site managers of the "Ad Luck Poultry" holdings	1-7-2014	30-6-2015	18	17	7	13-11-2015
South Africa	NFP-TM.15/168	1-04-15	Food security	Siyavuselela Agricultural co-operation	DLV Plant BV	Advanced greenhouse crop management	15-5-2015	14-5-2016	65	4	8	26-5-2016
South Africa	NFP-TM.15/169	1-04-15	Other	Mahlathini Organics	Koninklijk Instituut voor de Tropen	Practical application of Participatory Innovation Development (PID)	1-8-2015	30-4-2016	8	21	11	22-9-2016

South Africa	NFP-TM.15/167	1-04-15	Health care, social services and care services	Foundation for Alcohol Related Research	Universiteit Maastricht	Training in Health Intervention Mapping	1-7-2015	31-3-2016	15	2	7	15-2-2016
South Africa	NFP-TM.16/96	1-03-16	Other	South African National Roads Agency Limited	Universiteit Twente, Faculteit ITC	Navigating the human-environment landscape: Participatory spatial planning, decision making and impact assessment for South African roads	15-8-2016	15-4-2017	15	3	7	23-6-2017
South Africa	NFP-TM.16/327	1-11-16	Food security	New Generation Cooperative Niwanedi	Delphy BV	Towards sustainable farming	1-12-2016	1-12-2017	30	9	9	11-12-2017
South Africa	NFP-TM.14/80	1-04-14	Food security	South African Cane Growers' Association	Wageningen UR Centre for Development Innovation	Strengthening CANEGROWERS capacities to use Multi-Stakeholder Processes to deliver sustainable development for sugarcane farmers	1-12-2014	31-12-2015	14	20	23	29-4-2016

South Africa	NFP-TM.17/191	1-03-17	Food security	Conservation South Africa	Wageningen UR Centre for Development Innovation	Farmers as partners in business: linking emerging community farmers to the commercial red meat value chains in South-Africa	1-9-2017	31-8-2018				
South Africa	NFP-TM.17/188	1-03-17	Food security	New Generation Cooperative Nwanedi	The Netherlands Institute for Cooperative Entrepreneurship	Business Economics and Cooperative Development Nwanedi NGC	1-6-2017	31-7-2018				
South Africa	NFP-TM.17/198	1-03-17	Water and sanitation	Inkomati-Usuthu Catchment Management Agency	World Water Academy (WWA)	WeatherSmart Integrated Water Resources Management	15-6-2017	1-6-2018				

Annex 7 South African and Dutch qualification levels

- Vocational, NQF level 1-4 takes place in FET colleges (DHET) and ATIs (DAFF)
- Vocational, NQF 5 and 6 is diploma level and is completed through a 3-year study at a university of technology or an ATI.
- Applied science is BSc in NL, and NQF level 7-8 in SA and takes place in universities in SA.
- MSc and PhD studies take place in Universities and are NQF levels 9-10.

Comparison of qualification levels with Dutch TVET education is as follows (Source: Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven (SBB)):

N2 certificate	vocational level (mbo-niveau) 1
N3 certificate	vocational level 2
N4 certificate	vocational level 2
N5 certificate	vocational level 3
N6 certificate	vocational level 4
Higher certificate	vocational level 4
National Technical diploma	vocational level 4

Water cooperation NL & SA

The Netherlands has a long-standing relationship with South Africa in the field of water. It includes a broad involvement of the Netherlands public, private and research sector. At a B2B level, NL businesses work with SA partners to co-create solutions for water challenges. At the B2G level, NL work with the SA private sector (mainly the municipalities) on water solutions. And, at the G2G level, the Netherlands contributes to strengthening the SA water sector by contributing to the implementation of water governance and resources strategies, while also highlighting opportunities for NL businesses and knowledge institutes.

The cooperation is formalized by an MoU between the Netherlands Ministry of Environment and Water and the South African Department for Water and Sanitation. This MoU will be extended in June 2018.

Four flagship programmes:

1. A senior water expert is posted from the Netherlands at the SA Ministry of Water & Sanitation, funded by the Dutch Ministry for Infrastructure & Environment. The expert supports in writing a Masterplan Water & Sanitation to be completed in 2018.
2. In the Kingfisher programme the Netherlands Union of Waterboards (UvW) en de Association of Municipalities (VNG) support the South African Ministry of Water & Sanitation in setting up and implementing locally managed river basins through the so-called Kingfisher capacity building project. The Kingfisher program also focuses on cross-border river basins. The goal is to let Kingfisher run into the newly signed 'Blue Deal' (by 2020).
3. Center of Expertise: within the framework of the aid to trade agenda and the transition facility, water projects have been co-financed in recent years. Through the business community and water company Vitens Evides International, innovative pilot projects in the field of water treatment at the city of Durban were financed. In principle, this center has now been transferred to SALGA (South African Association of Municipalities), but some pilots are still running.
4. Through the RVO program ORIO the Netherlands funds three major projects in the field of public water infrastructure. For example, in the outskirts of Durban, work is underway to realize 1676 so-called 'abolition blocks' (shower, tap water and toilet facilities) for the local population.
5. In NICHE (see annex of NICHE projects), TUT developed curricula on waste water management and CPUT on Integrated Water Resource Management (IWRM).

TRADE	COLLEGE	CAMPUS	PROVINCE
Bricklayer	Vuselela TVET College	Jouberton Centres for Eng. Studies Campus	North West
	South Cape TVET College	Mossel Bay Campus	Western Cape
Electrician	Flavius Mareka TVET College	Sasolburg Campus	Free State
	Orbit TVET College	Brits Campus	North West
Millwright	Umfoloji TVET College	Richtek Campus	KwaZulu Natal
	Gert Sibande TVET College	Standerton Campus	Mpumalanga
Boilermaker	Majuba TVET College	Majuba Campus	KwaZulu Natal
	Ekurhuleni East TVET College	Daveyton Campus	Gauteng
Rigger	Umfoloji TVET College	Richtek Campus	KwaZulu Natal
	False Bay TVET College	Swartklip Campus	Western Cape
Pipe Fitter	West Coast TVET College	Vredendal Campus	Western Cape
	Mopani South East TVET College	Sir Val Duncan Campus	Limpopo
Plumber	Flavius Mareka TVET College	Kroonstad Campus	Free State
	College of Cape Town TVET College	Thornton Campus	Western Cape
Diesel Mechanic	Orbit TVET College	Mankwe Campus	North West
	Mopani South East TVET College	Sir Val Duncan Campus	Limpopo
Welder	Boland TVET College	Worcester Campus	Western Cape
	East Cape Midlands TVET College	Brickfield Campus	Eastern Cape
Mechanical Fitter	Tshwane South TVET College	Pretoria West Campus	Gauteng
	False Bay TVET College	Westlake Campus	Western Cape
Auto Motor Mechanic	College of Cape Town TVET College	Athlone Campus	Western Cape
	Port Elisabeth College TVET College	Iqhayiya Campus	Eastern Cape
Carpenter and Joiner	Sekhukhune TVET College	CS Barlow Campus	Limpopo
	Northern Cape Urban TVET College	Moremogolo Campus	Northern Cape
Fitter and Turner	NorthLink TVET College	Wingfield Campus	Western Cape
	Tshwane South TVET College	Centurion Campus	Gauteng

A triple helix approach should have the following elements:

- Involvement of educational institutes at different levels in order to improve career paths and making use of different qualifications/possibilities (research, applied sciences, vocational training);
- Build/use networks/partnerships between industry, education, government and NGO's ('green diamond') around a food supply chain;
- Building capacity in such a way that continuation after OKP support is sustained (business model);
- Wherever possible, feasible and effective, make a connection with (and make use of experiences achieved on) existing policies (agriparcs for example) and other support mechanisms that are needed to increase farming opportunities.

The triple helix in agriculture for example (see Embassy study 2017).

- Developing skills amongst staff/lecturers by establishing projects focusing on skills like vocational and practical skills, making use of modern technologies (sustainable, climate resilience) and also offering practical insights in the whole food chain, like agro-processing and how to access markets (local, national, international). Also, non-technical skills on farm management, running a business/entrepreneurial behaviour and mentoring students. This can be done on the focus areas (see goals mentioned above) and nationally;
- Developing skills in the whole food supply chain in order to improve production, to improve access to markets as well as non-technical/management skills on how to run a business/-entrepreneurial behaviour;
- Improving the alignment with the labor market by strengthening the involvement of the private sector at national level using existing structures like Agriseta's subsector committee's and DAFF's CEO forum as well as at regional/local level by using/establishing committees, roundtables/platforms with different stakeholders of individual or groups of educational institutes;
- Improving the offering/availability of workspaces/internships by involving the private sector in curriculum development and delivery;
- Improving practical skills of farmers by developing skills promoted through extension services;
- Improving employability and productivity of food producers by introducing small scale innovations combining the elements mentioned on starting agri-businesses.

Annex 11 Overview of OKP modalities

Institutional Collaboration Projects

Instrument	Description / purpose of instrument	Target group / suitable for	Grant applicants	Procedure/ Type of call	Selection criteria	Evaluation criteria (beoordelen van voorstellen)
Institutional collaboration projects	Grants for OKP Institutional Collaboration Projects will be awarded to collaboration projects between knowledge institutions focusing on sustainable strengthening of higher and vocational education capacity within local priority themes relevant to development cooperation. Projects must have a minimum duration of one year and a maximum duration of four years. Support for vocational education and connection to the labour market are important principles. The projects consist of various activities that contribute to institutional development of organisations in developing countries on three levels: individual,	National and/or local knowledge institutions and organisations in developing countries (knowledge institutions and, if desirable, also ministries, national commissions and non-governmental organisations) that contribute to capacity building in the area of higher and vocational education within the local priorities as set out in the CPIs. ⁶ This relates to knowledge institutions and organisations in Category A countries (see the Country List Annex).	Dutch institutions for secondary and higher vocational or academic education, or knowledge institutions or organisations in developing countries as specified above under Target group, potentially on behalf of a consortium. The knowledge institutions and organisations must have sufficient organisational and financial capacity to lead an institutional collaboration project. This can be demonstrated using a COCA ⁷ that is assessed as positive by Nuffic.	The awarding of a grant for an institutional collaboration project will be done through a grant tendering process. Where appropriate, the grant tendering process may be preceded by a partner identification round. Partner identification rounds are described under (A), after which the grant tendering process is described under (B). Partner identification round: Nuffic will give notice of the partner identification round on its website, www.nuffic.nl . The partner identification round is aimed at national and/or local knowledge institutions and organisations as described under 'Target	The partner identification process will be based on the following criteria: <ul style="list-style-type: none"> • The developing-country party is based in a Category A country • The developing-country party is in the Target group. • The request meets the following requirements: <ul style="list-style-type: none"> ○ The request is complete. ○ The request contains a brief description of the mission, nature and structure of the developing-country institution or organisation. 	Grant applications will be evaluated and scored based on the following aspects: <ul style="list-style-type: none"> • the substantive quality of the project proposal; • the extent to which the project proposal is in line with the priorities as defined in the CPI;¹ • the capacity and quality of the grant applicant and/or consortium; • the extent to which the project proposal builds on existing collaboration or has a goal of establishing new long-term partnerships;

⁶ www.nuffic.nl.

⁷ A COCA (Checklist for Organisational Capacity Assessment) is an evaluation of whether an organisation has sufficient financial and organisational capacity to carry out a project or training course. An approved COCA assessment is valid for a maximum of one year and may be requested/updated during the year. The documents required for the COCA assessment can also be submitted at the same time as the grant application.

	organisational and institutional.			<p>group'. The notice will indicate the start and closing dates of the period in which requests for partner identification can be submitted. A format is available for the partner identification round, which will be published on www.nuffic.nl.</p> <p>Grant tendering process preceded by a partner identification round For the eligible developing-country parties, Nuffic will run a grant tendering process with the goal of selecting a Dutch institution for secondary or higher vocational education that wishes to engage in an institutional collaboration with the identified requesting organisation. For each selected developing-country party, Nuffic will give notice via www.nuffic.nl of a call for grant applications, specifying the start and closing dates of the period in which grant applications may be submitted.</p> <p>Grant tendering process not preceded by partner identification round</p>	<ul style="list-style-type: none"> o The request contains an organisation analysis. o The request contains a completed COCA for the developing-country party. o The request contains a brief description of the capacity needs. o The request is relevant to sustainable development in the country or region where the requesting party is located, and is relevant to the theme concerned. The request is in line with the CPI. o The request is signed by a legal representative of the developing-country party. • The information supplied is clear. 	<ul style="list-style-type: none"> • the extent to which the project proposal contributes to the systematic development of the developing-country party and makes it possible for that party to act as the 'owner' of the project; • the extent to which the project proposal takes account of marginalised groups in the project implementation; • the extent to which the project proposal is aligned with other programmes, projects and scholarships in the country and/or region in question; • the technical quality of the project proposal.
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				<p>Nuffic will give notice via www.nuffic.nl of a call for grant applications for a specific priority area and/or region, specifying the start and closing dates of the period in which grant applications may be submitted. This relates to applications from Dutch grant applicants, together with a knowledge institution or organisation in a developing country. One of these will be the primary applicant for the grant (lead partner). If a grant is awarded, the primary applicant will be the grant recipient, which as such will be responsible for implementing the activities for which the grant was obtained and complying with the requirements connected to the grant.</p> <p>Process steps</p> <ul style="list-style-type: none"> • The Dutch institution, or the knowledge institution or organisation in the developing country (the latter is possible in the case of a grant tendering process not 	<ul style="list-style-type: none"> • Selection will depend on the extent to which the capacity needs in question are relevant to sustainable development in the country concerned and to the theme in question, which in turn is aligned with the CPI for the country concerned. • Selection will depend on the extent to which the capacity needs are aligned with the needs of the labour market in the country concerned. • Selection will depend on the extent to which a future institutional collaboration project may contribute to the development of the developing-country party. • Selection will depend on the extent to which the request will make a contribution to the 	
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				<p>preceded by a partner identification round; see Grant applicants for more details) submits a grant application for an institutional collaboration project using an online application form established for that purpose.</p> <ul style="list-style-type: none"> • The grant application is assessed against the minimum criteria (see Minimum criteria). To be eligible for a grant, an application must meet the minimum criteria. • The grant application is evaluated against the evaluation criteria (see Evaluation criteria). • To be eligible for a grant, applications must obtain a minimum evaluation score on the evaluation criteria. Applications that do not obtain the 	<p>development of marginalised groups.</p> <ul style="list-style-type: none"> • Selection will depend on the degree to which the request builds on earlier or existing activities funded by the Ministry of Foreign Affairs, including activities funded by the Dutch embassies in those priority sectors. • Selection will depend on the extent to which there is local ownership. • The COCA of the developing-country party meets the specified requirements. • The general quality of the presentation of the request. <p>The identification round will result in a prioritisation, by country, of knowledge institutions or organisations in developing countries, on the basis of which a call</p>	
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				<p>minimum evaluation score will be rejected.</p> <ul style="list-style-type: none"> • The grant applications with the highest scores will be given first priority for a grant, within the available budget. • Nuffic will award a grant to the selected grant applicant and reject the applications that it is unable to accept. 	<p>for grant tenders may be made.</p> <p>Grant application – Minimum criteria</p> <ul style="list-style-type: none"> • The grant application must be submitted by a Dutch institution for secondary or higher vocational or academic education, or a knowledge institution or organisation in a developing country (the latter is possible in the case of a grant tendering process not preceded by a partner identification round), potentially on behalf of a consortium. • The grant applicant is in a position to provide adequate financial management and, due to its experience and expertise in relation to activities similar to those for which 	
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					<p>the grant is being requested, can guarantee the targeted and effective performance of the activities; the applicant must submit data in the form of a COCA to enable its capacities to be assessed.</p> <ul style="list-style-type: none"> • The grant applicant can function and operate appropriately within the legislation passed by the government in the country or countries in question. • The project proposal has a minimum duration of one year and a maximum duration of four years, and must be implemented and established by no later than 31 July 2022. • The grant applied for does not exceed the maximum amount 	
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					<p>specified in the call for grant tenders.</p> <ul style="list-style-type: none"> • Any required co-funding is guaranteed. • The grant application meets any specific financial requirements set out in future policy rules relating to the grant tendering process. 	
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Individual Scholarships

Instrument	Description / purpose of instrument	Target group / suitable for	Grant applicants	Procedure/ Type of call	Selection criteria	Evaluation criteria (beoordelen van voorstellen)
Individual scholarships	In the OKP Individual Scholarships programme, grants will be provided from which scholarships can be issued to participants for: 1. Master's degrees: post-graduate Master's programmes lasting at least one academic year and a maximum of 24 months;	<i>With regard to the scholarship applicant:</i> <ul style="list-style-type: none"> • The scholarship applicant works 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 	Dutch educational institutions that meet the requirements set out in this section. The educational institutions must have signed up to the International Student Code of Conduct or be included in the list of Additional Knowledge Centres participating in the Orange Knowledge Programme (OKP). Both can be found on the www.internationalstudy.nl	For each call for a round of applications, the applicable grant ceiling will be published in the Government Gazette. The available money will be allocated by means of a grant tendering process based on the criteria set out in this section. If additional policy rules are set for the call, notice will be given and the rules will be made available on www.nuffic.nl .	<u>Assessment and evaluation of the scholarship application (selection)</u> The Dutch embassies will assess whether the scholarship applicants listed by the grant applicant in its application meet the criteria in this section that apply to the scholarship applicants, and will advise Nuffic accordingly. Applications that do not meet the criteria will be rejected by	<u>Selection and grant approval</u> Nuffic will make the decisions on the grant applications from educational institutions. These decisions and therefore the selection of the scholarship applicants for each call will derive from the ranking of the scholarship applicants by the embassies. The scholarship applicants with the highest scores

	<p>2. short courses: courses not connected to a degree, such as diploma courses or modules from Bachelor's and Master's programmes. Short courses last for at least two weeks and no more than twelve months.</p> <p>Note that under OKP, PhD is only possible as part of an integrated project. OKP will not finance 'standalone' PhD scholarships anymore.</p>	<p>NGOs. The scholarship applicant may not work for:</p> <ul style="list-style-type: none"> • 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 scholarship applicant is a professional who, in light of his/her (1) role, (2) multiple years of relevant work experience and (3) networks within a theme relevant to local development, is in a position or through his/her employer could be put in a position to apply what he/she has learned in practice. • The scholarship applicant holds the nationality of and is 	<p>website. These organisations must provide the course or programme to the scholarship applicant themselves; intermediary organisations are not eligible for grants. The institutions must have sufficient organisational and financial capacity.</p>	<p><u>Application procedure</u> Notice will be given on www.nuffic.nl of the start of the period within which grant applications may be submitted for OKP Individual Scholarships, as well as the final date by which applications must be submitted (the deadline). Grant applications must be submitted electronically through Nuffic's website using a form established for that purpose.</p>	<p>Nuffic and not evaluated any further.</p> <p>The embassies will then evaluate the scholarship applicants based on the following evaluation criteria:</p> <ul style="list-style-type: none"> • the motivation of the scholarship applicant; • the extent to which the scholarship applicant can implement the acquired knowledge in his/her organisation and country; • the extent to which, after completion or with the aid of the course or programme, the scholarship applicant can contribute to the themes relevant to local priority development specified on www.nuffic.nl at the time of the call for applications. <p>If they prove suitable, scholarship applicants from marginalised groups deserve to be shown preference. The result of the evaluation will be expressed as a score; all</p>	<p>within a grant application will be given first priority for a scholarship, within the associated budget for each country category (see the Country List Annex) and bearing in mind the need for a balanced distribution across target groups, countries and/or regions and themes. In its decision on the grant application, Nuffic will specify for which scholarship applicants the grant is being awarded. The grant may be used to pay for only one scholarship per scholarship applicant. Scholarship applicants cannot be eligible for multiple OKP study scholarships. However, after completing a programme in the Netherlands, a scholarship recipient will be eligible to participate in other OKP activities.</p> <p>A maximum number of scholarships per application round will be applied for the institutions. Nuffic will determine that maximum number of scholarships based on the following criteria:</p>
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		<p>resident and working in one of the countries on the OKP Country List</p> <ul style="list-style-type: none"> • The scholarship applicant holds a valid identity document. • The scholarship applicant is applying for a scholarship for a course/programme registered at studyfinder.nl. • The scholarship applicant has been admitted to the course or programme for which the institution is applying for a grant. • The scholarship applicant has provided a government statement with the scholarship application, if this is required by the local government. • The scholarship applicant demonstrates that the requested co-funding percentage is available to fund the study. 			<p>scores combined will result in a ranking of scholarship applicants.</p>	<ul style="list-style-type: none"> • the grant budget available for each round of applications; • the grant budget available for each country category (see the Country List Annex for the country categories); • the average costs of a scholarship; • the number of scholarships per institution for which grants were awarded (where applicable) in earlier rounds of this programme (or its predecessor, NFP II); • the number of grants awarded per country in relation to the total number of grants awarded per call. <p>For each application round, the method of calculating the maximum number of scholarships for which a grant may be received will be posted on www.nuffic.nl.</p>
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		<ul style="list-style-type: none"> • The employer of the scholarship applicant supports the scholarship application through a positive reference, declares that it will continue to pay the salary of the scholarship recipient during the programme and after his/her return will give the scholarship recipient an opportunity to apply what he/she has learned in practice. • <p><i>With regard to the application/applicant:</i></p> <ul style="list-style-type: none"> • The course/programme for which the scholarship applicant is applying for a scholarship is a Master's programme or short course that meets the requirements set out above. • The scholarship application is relevant to sustainable development in the country or region 				
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		<p>where the requesting party is located, and is relevant to the theme concerned. The scholarship application is in line with the Country Plan of Implementation or Annual Plan for the country concerned.</p> <ul style="list-style-type: none"> • The course/programme for which the scholarship applicant is applying for a scholarship is registered at studyfinder.nl. • The course/programme for which the scholarship applicant is applying for a scholarship is full time, unless it is an e-learning course. • The course/programme for which the scholarship applicant is applying for a scholarship is offered in English, French or Spanish. 				
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Group Training

Instrument	Description / purpose of instrument	Target group / suitable for	Grant applicants	Procedure	Selection criteria	Evaluation criteria	Budget
Group training (TMT, TMT+ and RC)	Tailor made training or refresher courses aiming at supporting the capacity-building and knowledge-development agendas of developing countries by building up the knowledge and skills of individual professionals, through stakeholder organisations focused on development issues and higher and vocational education institutions	<p>For participants of group training who meet the following criteria:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a bilateral or multilateral organisation; a non-governmental organisation that is internationally 	<p>Eligibility for OKP Group Training Courses 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 (see the Country List Annex). 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 COCA⁸ that is assessed as positive</p>	<p>Notice will be given on www.nuffic.nl of the start of the period within which grant applications may be submitted for OKP Group Training Courses, as well as the final date by which applications must be submitted (the deadline). Grant applications must be submitted electronically through Nuffic's website using a form established for that purpose</p> <p>From application to approval</p> <ol style="list-style-type: none"> The Dutch institution (see Grant applicants) submits a grant application using the application form established for that purpose. 	<p><u>Criteria</u> Minimum criteria:</p> <ul style="list-style-type: none"> The grant applicant meets the requirements listed under Grant applicants. The group training course candidates meet the requirements listed under Group training course target group. The group training course meets the requirements listed under Range of programmes. <ul style="list-style-type: none"> The group training course is relevant to sustainable development in the country or region where the requesting party is located, and is 	<p>Evaluation criteria: Next, the grant applications that meet the minimum criteria will be evaluated against the following evaluation criteria:</p> <ul style="list-style-type: none"> the extent to which the grant application builds on earlier or existing activities funded by the Ministry of Foreign Affairs, including activities funded by the Dutch embassies in those countries; the extent to which a clear link exists between the proposed activities (the group training course) and the expected results; the extent to which the group 	<ol style="list-style-type: none"> Tailor-Made Training courses (TMT): customised group training courses with a maximum budget of €75,000 and a maximum duration of twelve months; the focus is on training courses in countries in categories A, B and C Tailor-Made Training Plus courses (TMT+): customised group training courses with a maximum budget of €400,000 and a maximum duration of 24 months; the focus is on training courses in countries in categories A and B Refresher Courses (RC): refresher courses with a maximum budget of €75,000 and a maximum duration of twelve months;

⁸ A COCA (Checklist for Organisational Capacity Assessment) is an evaluation of whether an organisation has sufficient financial and organisational capacity to carry out a project or training course. An approved COCA assessment is valid for a maximum of one year and may be requested/updated during the year. The documents required for the COCA assessment can also be submitted at the same time as the grant application.

		<p>active and is focused on representing social interests, such as development cooperation, nature and environmental protection, health or human rights.</p> <ul style="list-style-type: none"> • 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 • The candidates must be in a position to apply the acquired knowledge and skills in practice. <p>Additional criteria for refresher course candidates:</p>	<p>by Nuffic. The organisations must also have demonstrable experience in providing the desired training course.</p>	<p>2. The grant application is assessed against the minimum criteria (see Minimum criteria).</p> <p>3. The grant application is evaluated against the evaluation criteria (see Evaluation criteria).</p> <p>4. To be eligible for a grant, applications must obtain a minimum evaluation score on the evaluation criteria. Applications that do not obtain the minimum evaluation score will be rejected.</p> <p>5. The grant applications with the highest scores will be given first priority for a grant, within the available budget and bearing in mind the need for</p>	<p>relevant to the theme concerned. The group training course is in line with the Country Plan of Implementation for the country concerned or the Annual Plan of the embassy in that country.</p> <ul style="list-style-type: none"> • Any required co-funding is guaranteed. <p>If an application or request does not meet these minimum criteria, it will be rejected and not evaluated any further.</p>	<p>training course contributes to sustainable development of the priority sectors in the countries concerned;</p> <ul style="list-style-type: none"> • the extent to which the group training course aligns with the CPI or Annual Plan⁹ of the country concerned; • the extent to which the group training course makes a contribution to the development of marginalised groups as identified in the CPI for the country concerned; • the extent to which there is local ownership. 	<p>the focus is on training courses in countries in categories A, B and C</p>
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		<ul style="list-style-type: none"> • Candidates for a refresher course must have completed an OKP, NFPII or NICHEII-funded course within the past five years. • Candidates for a refresher course must not have already accepted a scholarship for a refresher course in the year preceding the OKP Refresher Course application in question, at any time in the course of the OKP 2018–2022. 		<p>a balanced distribution across target groups, countries and/or regions and themes.</p> <p>6. Nuffic will award a grant to the selected grant applicant and reject the applications that it is unable to accept.</p>			
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Alumni Activities

Instrument	Description / purpose of instrument	Target group / suitable for	Grant Applicants	Procedure	Selection criteria	Budget
Alumni activities	OKP Alumni Activities grants will be awarded for activities that provide alumni of the OKP or its predecessors with opportunities to strengthen links with other alumni, Dutch knowledge institutions, embassies and	<p>Alumni from the OKP, NICHE, NFP and MSP and the predecessors to these programmes.</p> <p>The grant applicants are</p> <ul style="list-style-type: none"> • Associations in OKP countries for alumni of educational 	Alumni Associations in OKP countries for alumni of educational activities for which a grant was previously obtained under the OKP, NICHE, NFP or MSP or a predecessor to these programmes, as well	<p>From grant application to approval</p> <p>A local alumni association or a Dutch educational institution (see under Grant applicants) submits a grant application using the online application</p>	<p>Criteria</p> <p>To be eligible for an OKP Alumni Activities grant, applications must meet the following criteria:</p> <ul style="list-style-type: none"> • The grant applied for must be no more than €5,000. 	Max. € 5,000 per activity

	<p>other parties and to share knowledge and experience.</p>	<p>activities for which a grant was previously obtained under the OKP, NICHE, NFP or MSP or a predecessor to these programmes</p> <ul style="list-style-type: none"> • Dutch educational institutions. 	<p>as Dutch educational institutions.</p>	<p>form¹⁰ established for that purpose. Nuffic evaluates the applications against the criteria set out below. Nuffic awards grants to applications that meet the criteria, unless the available funds are exhausted, in which case the applications will be rejected.</p> <p>Allocation process The funds available for providing OKP Alumni Activities grants will be distributed based on applications being processed in the order in which they were received (first come, first served). A budget will be made available each year and published in the Government Gazette; applications for funds from that budget may be submitted throughout the year.</p>	<ul style="list-style-type: none"> • No grant has already been awarded for the activity. • A grant applicant may be eligible for a grant no more than twice per year. • At least 60% of participants in the activity are alumni of educational activities for which an OKP, NFP, MSP or NICHE/NPT grant was previously obtained. • If the applicant is an alumni association, it must have originated in an OKP country • A clear link exists between the application and the embassy and its activities, such as incoming delegations, preparations for new programmes and/or projects, round-table discussions, meetings in collaboration with the embassy, etc. • The grant applicant has the required co-funding percentage 	
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					<p>available to cover the alumni activities</p> <ul style="list-style-type: none"> • The activity is an initiative for and carried out on behalf of alumni of educational activities for which an OKP, NFP, MSP or NICHE/NPT grant was previously obtained. • The activity is related to: <ul style="list-style-type: none"> o the knowledge and expertise previously acquired by the alumni through the OKP, NFP, MSP or NICHE/NPT; o education in general; o strengthening of the alumni association, if such an association is involved. • the application does not relate to a social activity. 	
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