

Theory of Change

Orange Knowledge Programme

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Introduction

In order to make the right choices in formulating and implementing policy, we must have a clear picture of which efforts are effective or ineffective and when they take place. Development and change, after all, are neither straight-line processes, nor do they take place in strictly defined models. It is therefore essential when developing and planning interventions and when evaluating and monitoring them, to take due account of this complexity.

This document elaborates a Theory of Change (ToC) for the capacity development programme OKP (Orange Knowledge Programme), based on analyses of the contribution of high quality, inclusive, post-secondary education to inclusive sustainable development. It presents the contexts in which the envisaged change takes place and describes the required interventions and desired outcomes. This ToC will be reviewed and updated in the course of the programme, taking into account lessons learnt and opportunities for the improvement of the ToC.

I. CONTEXT

Extreme poverty worldwide was reduced by half between 1990 and 2011. However, despite this remarkable achievement in developing countries as a whole, progress in reducing poverty has been uneven across regions. Twenty percent of countries are seriously off track and at the current pace of progress will not be able to halve their 1990 extreme poverty rates even by 2030. Progress is most sluggish among countries in **Sub-Saharan Africa** (SSA) and **South Asia**. Compared with 1990, the number of extremely poor people has fallen in all regions except Sub-Saharan Africa, where population growth exceeded the rate of poverty reduction, increasing the number of extremely poor people from 290 million in 1990 to 415 million in 2011. South Asia has the second largest number of extremely poor people: in 2011 close to 400 million people lived on less than \$1.25 a day¹.

According to the Population Division of the United Nations, the world's population will grow to about 9.7 billion by mid-century: between now and 2050, the world will add 2.4 billion people. Yet, the distribution of this growth will be highly uneven, with more than half of global population growth (1.3 billion people) expected to occur in Africa and more than one third (0.9 billion people) in Asia².

If we want to reach the first Sustainable Development Goal (SDG) "End poverty in all its forms everywhere", a further one billion people will have to be lifted out of extreme poverty over the next 15 years³. Such a rapid and sustained poverty reduction requires **inclusive growth** that allows people to contribute to and benefit from economic growth⁴.

¹ World Bank, the Data blog, [MDG 1: Uneven progress in reducing extreme poverty, hunger and malnutrition](#)

² United Nations, ["The World Population Prospects"](#)

³ [Letter](#) to the Dutch Parliament on "Inclusive development in Dutch foreign trade and development cooperation programmes"

⁴ ["What is inclusive growth?"](#), note prepared by Elena Ianchovichina (PRMED) and Susanna Lundstrom (PRMED) with input from Leonardo Garrido (PRMED), 2009

There is by now a fairly broad international consensus on an effective approach to inclusive development and ending extreme poverty. One crucial pillar is **education and skills**^{5,6}. How well growth benefits society as a whole depends among others, on the framework of rules, incentives, and institutional capacities that shape the **quality and equity of human capital**⁷ **formation**.

In this document we will focus on the contribution of investments in human capital at an individual, organisational and institutional level to sustainable development goals number 4 'Ensuring of inclusive and quality education for all and promote lifelong learning' (SDG 4) and number 17 'Revitalization of the global partnership for sustainable development' (SDG 17)⁸. Moreover, the interventions within OKP will always be put into perspective with and happen within the Dutch development cooperation themes⁹ (Sexual and Reproductive Health and Rights, Food and Nutrition Security, Water, Security and the Rule of Law, etc.) and therefore contribute to other SDGs: zero hunger (SDG 2), good health and wellbeing (SDG 3), gender equality (SDG 5), clean water and sanitation (SDG 6).

II. OVERARCHING GOAL

In its development policy, the Dutch government is focusing on sustainable and inclusive growth and development, defined as '*fair economic growth in which the poorest groups participate and from which they too will benefit, aimed at combating exclusion*'. The Dutch Ministry of Foreign Affairs (MFA) is convinced that stimulating local knowledge development of partner countries provides the best guarantees for inclusive development¹⁰. Therefore, for more than 50 years, the Netherlands has invested in building local knowledge, of people, groups, organisations and institutions, through capacity development of higher education and vocational education organisations, groups and individual professionals (NFP and NICHE programmes and predecessors).

These programmes are now integrated within the new OKP programme, which expects to see the following change:

*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*¹¹.

⁵ www.weforum.org/reports/the-inclusive-growth-and-development-report-2017, World Economic Forum

⁶ [Education and skills for inclusive and sustainable development beyond 2015](#), UNESCO, 2012

⁷ We refer here to human capital as all acquired characteristics of workers that make them more productive. Human capital is acquired through formal education prior to entrance in the labour market (initial schooling), and after entrance in the labour market via on-the-job training, learning by doing or courses and/or experience.

⁸ UN Sustainable Development Goals

⁹ <https://www.dutchdevelopmentresults.nl/sdg>

¹⁰ Programma van Eisen Beheer Kennisonwikkelingsprogramma KOP, Ministerie van Buitenlands Zaken, Directie Sociale Ontwikkeling, 2017 (not online)

¹¹ An overview of priority themes per country can be found in the [Multi Annual Strategic Plans](#) of the Embassies

A backbone principle of the OKP programme is **reciprocity**¹². Therefore, the starting point for collaborations within OKP is a development and learning process for all parties¹³ which should lead to sustainable partnerships. Long-term partnerships indeed benefit the establishment of trustful relationships between organisations, leading to mediation of tacit knowledge (i.e. communication and soft-skills, knowledge about structures and procedures etc.). It is this tacit knowledge that can trigger the change of mind-sets and thus lead to sustainable change/impacts at the supported institutions¹⁴.

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

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

The Orange Knowledge Programme will focus on 52 countries and will include, but not be limited to, the following interventions. They aim at a holistic approach to organisational development, as recommended by the evaluation of NPT and NICHE¹⁵ the mentioned interventions can be a mix of new instruments and instruments already available under the previous programmes, evaluated as relevant¹⁶:

- individual interventions, (e.g. scholarships, exchange programmes);
- group interventions (e.g. tailor-made training);
- institutional Interventions (e.g. institutional projects, thematic calls).

Individual and group interventions are available in principle in all 52 countries. Institutional interventions can only take place in a maximum of 18 countries - referred to as 'full programme countries'. In these countries the three interventions may be combined in the form of an integrated capacity development programme. The remaining 34 countries where only individual and group interventions are available are referred to as 'compact programme countries' in this document¹⁷.

All interventions will be in line with country/regional specific labour market needs and will be aimed at including women and other marginalised groups. Moreover, they will focus on the following priority themes of the Dutch development cooperation policy: Food and Nutrition Security (FNS), Sexual and Reproductive Health and Rights (SRHR), Water, Security and the rule of law (SRoL), Climate, Private sector development (PSD) and Energy. As OKP aims at being flexible, other themes might be added to respond to pressing needs.

¹² [Magazine](#) Orange Knowledge Programme – 8 basic principles

¹³ Kennisonontwikkelingsprogramma – Programma van eisen – April 2017 (not online)

¹⁴ [External evaluation of NFP II and NICHE II](#), CEVAL/ACE, for the Ministry of Foreign affairs of the Netherlands, 2017

¹⁵ [External evaluation of NPT and NICHE](#), Ramboll for the Ministry of Foreign affairs of the Netherlands, 2012

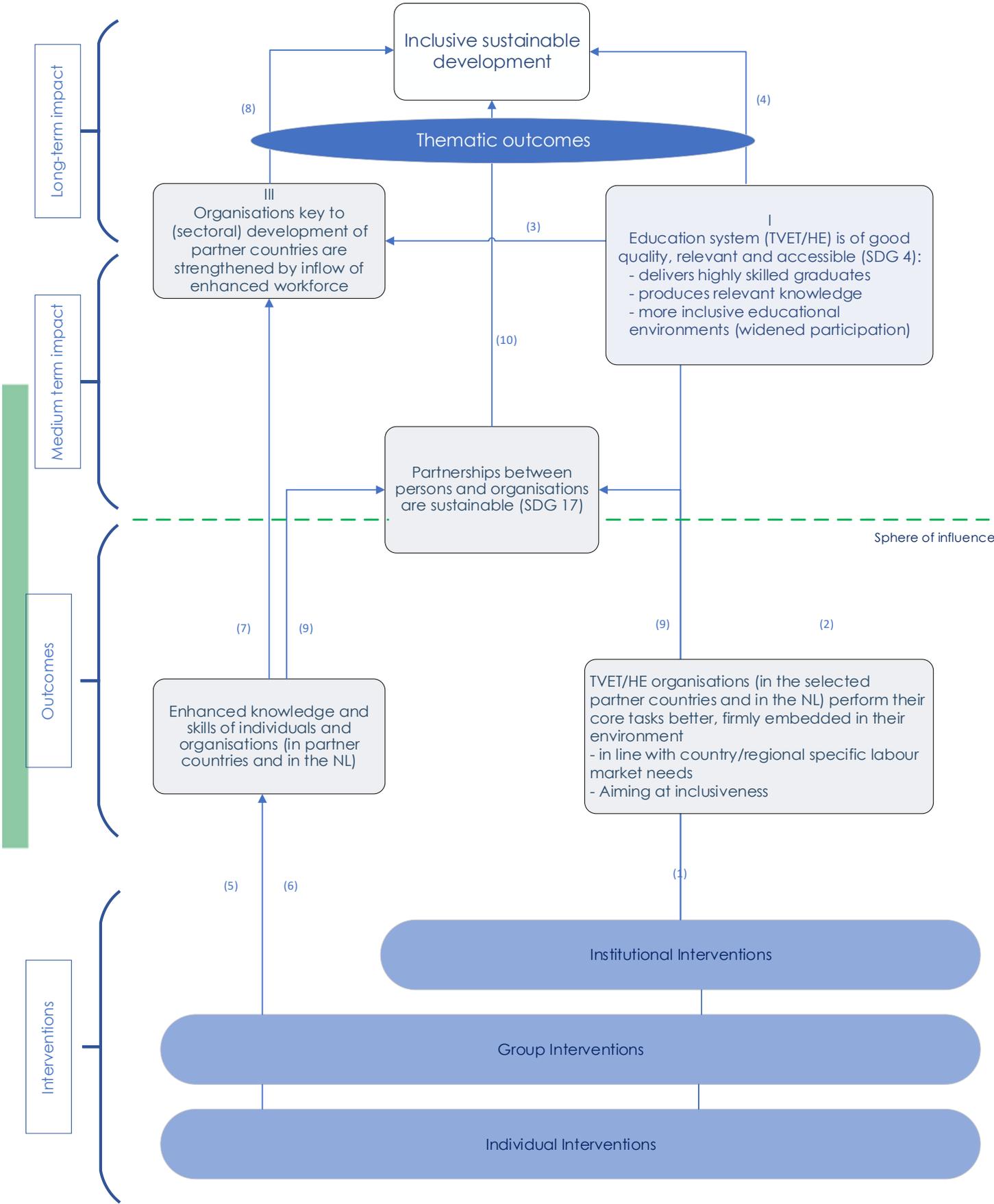
¹⁶ External evaluation of NFP II and NICHE II *ibid*.

¹⁷ The current country list is indicative and can be amended based on further analysis or if circumstances change. Both country lists will be regularly updated [here](#)

The chart on page 4 illustrates the pathways of change: how the proposed interventions can lead to the desired medium and long-term outcomes. In the rest of the document these three outcomes (depicted as I, II and III) are described in further detail, taking into account the context and the proposed interventions. The assumptions underlying the pathways of change are represented on the chart by arrows (numbered 1 to 10) and further made explicit in the text. They are based on research and previous experience in the management of capacity development programmes. These assumptions are not to be confused with outcome and impact indicators. These are described in a separate document: the M&E framework.

Specific Theories of Change are needed at regional, country, and/or theme level, to indicate how interventions at local level, along with underlying assumptions, (can) lead to the envisaged change. These theme specific ToC are described in separate documents and lean upon the theories of change developed by the Ministry of Foreign Affairs (MFA) for each priority themes of the Dutch development cooperation¹⁸.

¹⁸ [Theory of change Ontwikkelingssamenwerking](#), Dutch Ministry of Foreign Affairs, 2015



III. Education system (TVET/HE) is of good quality, relevant and accessible (SDG 4)

Context & issues

In full programme countries

In 2000, the report entitled *Higher education in developing countries: peril and promises*¹⁹ argued that Technical and Vocational Education and Training as well as Higher Education (TVET/HE) was key for economic and social development and called for scaling up investment in TVET/HE and research to *equip developing countries with the knowledge and qualified manpower needed to fight poverty and accelerate economic growth*. Fifteen years later, the world of TVET/HE has changed significantly:

- developing countries have seen tremendous enrollment growth in TVET/HE, raising from 12.19% in 2000 to 30.08% in 2015²⁰;
- youth unemployment and poverty among young workers are key factors to shaping young people's decision to migrate abroad permanently²¹.

In such a context, TVET/HE organisations are faced with the double challenge of *accessibility* and *quality* if they are to sustainably deliver high skilled graduates and produce knowledge.

Accessibility, because as a number of studies show, higher education opportunities are expanding, but overall, male middle-class urban high school graduates enroll in higher education in higher proportion than female graduates from poor rural areas^{22,23, 24}. In contexts where TVET/HE is still a scarce good, it can contribute to a cycle of intergenerational reproduction of inequalities in society²⁵, for example when admission is only merit based or when tuition fees lead to a situation in which only wealthy students are able to afford TVET/HE. Equity issues therefore constitute a major challenge in education. According to a recent assessment, in all countries with data, children from the richest 20 per cent of households achieved greater proficiency in reading at the end of their primary and lower secondary education than children from the poorest 20 per cent of households. In most countries with data, urban children scored higher in reading than rural children²⁶.

Quality, because as the endogenous growth theory assumes, highly skilled personnel are a prerequisite for growth in the context of a knowledge economy, not just because they earn higher wages, but because such personnel is required for adaptation and transfer of technology to occur²⁷. and for countries to be able to respond to domestic and global challenges²⁸.

¹⁹ [Report](#) of the Task Force on Higher Education and Society, convened by the World Bank and UNESCO, 2000

²⁰ [Website](#) Unesco Institute for Statistics (UIS), accessed on 10/10/2017.

²¹ http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_513728/lang--en/index.htm, accessed on 27/09/2017

²² [From Peril to Promise: Repositioning Higher Education for the Reconstruction of Africa's Future](#), Oanda and Sall, 2017

²³ [Is equal access to higher education in South Asia and sub-Saharan Africa achievable by 2030?](#) Ilie and Rose, 2016

²⁴ [Can higher education solve Africa's job crisis? Understanding graduate employability in Sub-Saharan Africa?](#) British Council, 2014

²⁵ [The Impact of Tertiary Education on Development - Literature review](#) - DFID – 2014

²⁶ [Progress of SDG 4 in 2017](#), accessed on 10/11/2017

²⁷ DFID 2014 *ibid*

²⁸ [White paper](#), Africa – Europe higher education cooperation for development: meeting regional and global challenges - European University Association, 2010

In full programme countries and in the Netherlands

Because of the growing evidence that internationalisation of higher education is a positive factor in boosting its quality and relevance^{29,30}, the OKP programme intends to influence the quality of TVET/HE organisations in the Netherlands and in selected partner countries by contributing to the further development of their internationalisation. As internationalisation becomes an increasingly important aspect of higher education, at the center of the academic enterprise, it should be evaluated on its quality and its contribution to overall organisational goals³¹. Although measuring and assessing internationalisation outcomes and impact will very much depend on the context (nature of the collaboration, previous internationalisation experience, etc.), international standards do exist³².

For Dutch TVET/HE organisations OKP features great potential for gaining international experience and reputation, establishing and consolidating international networks, providing learning opportunities in the international field and finally for generating revenues and expanding their service portfolio³³.

Interventions

Integrated capacity development programmes are a combination of the three types of interventions: individual, group and institutional. The first two interventions can be stand-alone or part of an integrated capacity development programme and will be dealt with in chapter IV. Combining the three interventions is an approach that allows to change wide organisational structures and processes. Indeed, by applying a holistic approach to capacity development, OKP aims at capacitating the organisations to adapt their newly acquired knowledge to changing circumstances in the future and therefore better embedding the changes within the organisational set-up of the requesting organisations³⁴.

- (1) Integrated capacity development programmes **lead to** TVET/HE organisations, in selected partner countries and in the Netherlands, better performing their core tasks, firmly embedded within their environment, **because**:
 - their teaching, academic and outreach capacities are improved, responding to dynamic contexts;
 - their capability to organise themselves and to engage their staff to work energetically towards common goals is improved;
 - their capability to use knowledge, resources and effective systems to deliver on their core mandate is improved;
 - their capability to learn internally and to adjust to shifting contexts and relevant trends is improved;
 - their capability to build and maintain networks with external actors is improved;
 - their capability to achieve internal coherence and stability is improved, including gender concerns;

²⁹ [Education and Training monitor 2016](#), European Commission

³⁰ Marijk C. Van Der Wende & Don F. Westerheijden (2001) [International Aspects of Quality Assurance with a Special Focus on European Higher Education](#), Quality in Higher Education, 7:3, 233-245

³¹ [Measuring and assessing internationalisation](#), Madeleine Green, NAFSA: Association of International Educators, 2012

³² [www.nvao.net/system/files/procedures/ECA%20The%20Guide%20to%20Assessing%20the%20Quality%20of%20Internationalisation%202014.pdf](#) Axel Aerden, European consortium for accreditation in Higher education, 2014

³³ External evaluation of NFP II and NICHE II *ibid*, 2017

³⁴ [External evaluation of NPT and NICHE](#), *ibid*, 2012

- their management and organisational capacities are improved;
- they are a means for TVET/HE organisations to (better) implement their internationalisation strategy.
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- (2) TVET/HE organisations better able to perform their core tasks, within a strong enabling environment **lead to** an education system (TVET/HE) that is of good quality, relevant and accessible, **because:**
 - their education and training programmes are taking into account the current and future needs of the labour market;
 - they offer training programmes relevant to the development of the country and key sectoral organisations;
 - they have a supportive quality management system;
 - they have qualified teaching, research and supportive staff able:
 - to analyse current and future societal challenges (inclusivity, climate change, etc.),
 - to translate them into research questions or integrate them in their strategic vision,
 - to integrate these questions and results in curricula and teaching;
 - they have supportive teaching materials and infrastructure that support a qualitative and relevant teaching offer;
 - their management staff is open to learning and self reflection, in the broader policy framework in which they operate;
 - they operate in a conducive regulatory and policy framework;
 - relevant stakeholders are able and willing to support their educational and developmental objectives;
 - they create and promote increased access to education and training (upscaling) to address the rising numbers of youth employment.
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- (3) An education system (TVET/HE) that is of good quality, relevant and accessible **leads to** strengthening of organisations key to (sectoral) development of partner countries **because**
 - their staff has been educated in such a way that they are better equipped to deal with adaptation and transfer of technology and domestic and global challenges;
 - their staff has the possibility to access high quality education and training within their country on subjects relevant to their own development, the country's development and to the improvement of the organisations they work in;
 - they have access to research developed by an education system which is aligned to their needs;
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- (4) An education system (TVET/HE) that is of good quality, relevant and accessible **leads to** inclusive sustainable development **because:**
 - it increases the likelihood of technological uptake and adaptation;
 - it has a strong positive impact on graduates' knowledge and skills, including desirable social outcomes as health, nutrition, political participation and women's empowerment³⁵;

³⁵ [Education at a glance](#), OECD 2015

- it has a strong positive impact on the integration of graduates to the labor market, therefore influencing young people's decision to migrate abroad permanently;
- it has a strong impact on the earnings of graduates, and a positive impact on productivity in the workplace;
- its contribution is crucial for achieving real progress in basic and secondary education;
- it plays a critical role in promoting social mobility through equal and upscaling of educational opportunities for all groups, especially the most vulnerable groups in society;
- finding appropriate solutions to complex local challenges cannot happen without the participation of scientists and well-trained professionals and the application of cutting edge research;
- it produces research for policy making and implementation, to the benefit of society as a whole.

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IV. Organisations key to (sectoral) development of partner countries are strengthened by inflow of enhanced workforce

Context and issues

In all partner countries

Poverty is more than a lack of income and resources; its manifestations include limited access to education, social discrimination and exclusion as well as the lack of participation in decision-making. Economic growth must be inclusive to provide sustainable jobs and promote equality³⁶. A lack of knowledge and skills is one of the key factors holding back the strengthening of an organisation. No organisation can properly function without support from well-established institutions, nor can it function well without qualified and competent staff³⁷.

The intention of SDG target 4b is to improve access to high-quality TVET/HE in countries where it is not widely available and where a chronic shortage of highly educated individuals is a barrier to development. Individual scholarships are an effective tool to widen access to quality higher education and enhancing the knowledge and skills of professionals at an individual level. The effectiveness and efficiency of organisations is then influenced by the trained individuals through their increased confidence to introduce innovation in the workspace, improved management skills, the increased capability to introduce change etc.³⁸. The classic leadership Theory of Change posits that investing in individuals' capacities transforms their ability to influence the institutions and organisations where they work. Studies of scholarships aimed at the change agent pathway typically track recipients' promotions to managerial positions, higher levels of responsibility and autonomy and increased earnings³⁹. This in turn contributes towards the strengthening of the organisation and its position in the local labour market.

³⁶ <http://www.un.org/sustainabledevelopment/poverty/>

³⁷ International Scholarships in Higher Education: Pathways to Social Change. By Joan R. Dassin, Robin R. Marsh, Matt Mawer – 2017

³⁸ International Scholarships in Higher Education: Pathways to Social Change. By Joan R. Dassin, Robin R. Marsh, Matt Mawer – 2017

³⁹ International Scholarships in Higher Education, *ibid*

An effective way to strengthen the capacity of an organisation is through staff group trainings (tailor-made trainings)⁴⁰. Through this intervention technical changes in the operation of the organisation can be made, such as the direct set-up of new protocols, procedures and policy frameworks. Besides the benefits of training a larger group within one organisation on a technical level, the group aspect of the intervention also has the potential to accomplish a change in organisational culture, mind-set and attitude⁴¹.

Scholarships and group training not only build individual capacity and strengthen organisations but also lead to socio-economic change, forge relationships across nations and cultures, and expose individuals to new perspectives on life, society, and work. Not surprisingly, many donor countries regard the alumni of their scholarship programme as ambassadors of their country and their education organisations and are keen to harness their potential as brokers and bridgeheads for entering longer-term academic and economic relationships⁴².

In all partner countries and in the Netherlands

Alumni of scholarship programmes are an enormous reservoir of knowledge and networks which are there to be tapped for national and international economic and social development purposes.

Alumni can also use their connections to promote mutually beneficial outcomes for both their host and home countries. In the best of situations, alumni willingly serve as 'ambassadors' of their host organisations (or scholarship programmes) for recruiting new generations of students. In some cases, they are also in an advantageous position to foster positive economic and trade relationships for their home countries⁴³.

The provision of scholarships and group trainings does not solely provide benefits for the alumni but also for the Netherlands. Dutch training organisations are exposed to new cultural realities and are able to use the experiences, perspectives and input of participants for curriculum enhancement and research. Moreover, Dutch educational programmes are enhanced through the interaction within the international classroom. Lastly, it has the potential to create lasting partnerships.

Interventions

Individual and group intervention will be engaged here.

Assumptions

- (5) Individual interventions **lead to** enhanced knowledge and skills of individuals and organisations (in partner countries and in the Netherlands), **because:**
 - Individuals, including members of marginalised groups, receive high quality, (Dutch) training on subjects relevant to their own development and to the improvement of the organisations they work in;
 - individuals are exposed to new ways of thinking and working (in the Netherlands) through their exposure to a foreign environment and participation in an [international classroom](#);
 - individuals share and implement the gained knowledge after graduation within organisation;

⁴⁰ <https://www.government.nl/documents/reports/2017/02/03/external-evaluation-of-the-netherlands-fellowship-programmes-nfp-ii-and-netherlands-initiative-for-capacity-development-in-higher-education-niche-ii>

⁴¹ International Scholarships in Higher Education, *ibid*

⁴² International Scholarships in Higher Education, *ibid*

⁴³ International Scholarships in Higher Education, *ibid*

- organisations in partner countries benefit from staff trained on subjects relevant to the functioning of the organisation;
 - Dutch educational organisations enhance their curricula and research through the interaction within the international classroom;
 - staff of Dutch educational organisations are exposed to cultural diversity and are able to use the experiences and input of participants for curriculum enhancement and research;
 - students of Dutch educational organisations are exposed to cultural diversity and are able to use the experiences in their future life and work.
- (6) Group interventions **lead to** enhanced knowledge and skills of individuals and organisations (in partner countries and in the Netherlands), **because**:
 - individuals and organisations in partner countries receive high quality, Dutch training tailored to a specific capacity needs of the organisations;
 - individuals and organisations are exposed to new ways of thinking and working;
 - Dutch training and education organisations can use the knowledge and skills gained during the training to improve the functioning of their training and/or organisation;
 - Dutch training and education organisations receive first-hand experience through regional interventions;
 - Dutch training and education organisations are exposed to new cultural realities and are able to use the experiences, perspectives and input of participants for curriculum enhancement and research.
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 - (7) Enhanced knowledge and skills of individuals and organisations (in partner countries and in the Netherlands) **lead to** strengthening of organisations key to (sectoral) development of partner countries **because**:
 - organisations are better equipped to deal with adaptation and transfer of technology in response to domestic and global challenges key to their sector;
 - organisations are better positioned within the fields key to the sector and the country;
 - organisations are better equipped to interlink their activities with other organisations key to sectoral development, which leads to a multiplying effect of the interventions at sector level;
 - organisations create an environment in which individuals share and learn experiences with the aim to improve themselves and the organisation.
 - (8) Strengthening of organisations key to (sectoral) development of partner countries **leads to** inclusive sustainable development **because**:
 - Well-established and strong institutions have a positive impact on economic growth⁴⁴;
 - Key Institutions with qualified and competent staff are better-positioned within the labour market and can serve as influential examples in the sector/ local labour market;
 - Key institutions can influence policy change;
 - It fosters greater collaboration and networking; creates opportunities for innovation

⁴⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/327901/Tertiary-education-2014-Oketch2.pdf

- (gender) inequalities in the labour market are challenged; as attitudes and behaviours change, to allow for a more enabling environment for marginalised groups in the labour market⁴⁵.

V. Partnerships between persons and organisations are sustainable (SDG 17)

Context and issues

Addressing the sustainability challenges set in the '2030 Agenda for Sustainable Development' requires, more than ever, partnerships between different actors to work together in a more fruitful and constructive way⁴⁶. As co-chair of the international platform 'Global Partnership for Effective Development Cooperation (GPEDC)', the Netherlands places a special focus on effective partnerships.

There is no one-size fits all approach to ensure efficient partnerships, but some cross-cutting fundamental factors have to be taken into account when laying the foundations of a partnership as identified by the Promoting Effective Partnering (PEP) facility⁴⁷.

Operating in the OKP programme following the logic of reciprocity is expected to stimulate exchange of knowledge and expertise with the intention to build **sustainable cooperation relationship** that continue after the programme has been completed⁴⁸.

Interventions

Integrated capacity development programmes are a combination of the three types of interventions: Individual, group and institutional interventions.

Assumptions

- (9) Integrated capacity development programmes **lead to** sustainable partnerships between persons and organisations in the Netherlands and selected partner country **because**:
 - it allows people to get to work together and try out how and whether they can collaborate, given their background and culture;
 - it creates personal linkages between teaching/research staff;
 - it gives them time to explore different ways of collaboration and sources of funding;
 - project partners all have an objective of quality development which increases the added value of the partnership;
 - partnering together builds trust between the partners, crucial element for a sustainable cooperation relationship;
 - project partners reflect on decision making processes and develop strategies, test assumptions, include checks and balances, and review performance and results regularly;
 - Individuals and organisations gain a greater professional network which they can use to share knowledge and expertise.

⁴⁵ <https://www.idrc.ca/sites/default/files/sp/Documents%20EN/NK-WEE-Concept-Paper.pdf>

⁴⁶ Kamerbrief over post-2015 ontwikkelingsagenda en 'Financing for Development'

⁴⁷ <http://www.effectivepartnering.org/>

⁴⁸ Kennisontwikkelingsprogramma – Programma van eisen – April 2017 (not online)

- (9) Enhanced knowledge and skills of individuals and organisations (in the partner country and the Netherlands) **lead to** sustainable partnerships between persons and organisations in the Netherlands and partner country **because:**
 - both individuals and trained staff of organisations have discovered the added value of the created network and the possibilities it offers for future collaboration.
- (10) Sustainable partnerships between persons and organisations in the partner country and the Netherlands **lead to** sustainable development **because:**
 - partners have shared values and make consensual choices to achieve the planned outcomes;
 - partners are able to create changing consortia that are fit for purpose using smart combinations of the needed local and international capacity;
 - project outcomes encompass policies and practices at a programme, national and international level.

VI. How to measure results: outcome and impact indicators

We will measure the success of the OKP intervention with the outcomes and impact indicators described in the OKP M&E framework. These are organised along the pathways through which TVET/HE impacts development, as suggested in the DFID literature review⁴⁹. These three pathways relate to the three central functions or 'pillars' of the university: teaching, research and 'service'— the last of these referring to the direct engagement of organisations with the local community and broader society, involving knowledge sharing, exchange and dissemination, and service provision.

Periodically checking whether the results are in line with the expectations will allow Nuffic to critically review the above-mentioned assumptions. Like mentioned in the introduction, a ToC is not a static document. One should see the ToC as a living document that is periodically updated based on gathered insights, experiences and information.

Since both reciprocity and the inclusion of marginalized groups are important backbone principles of the programme, these principles are incorporated in each of the medium and long-term outcomes. For further details on the indicators please refer to the OKP M&E Framework in a separate document. The specific outcome indicators derived from the thematic theories of change of the Dutch MFA will be worked out in the OKP thematic theories of change.

⁴⁹ [The Impact of Tertiary Education on Development - Literature review](#) - DFID – 2014