

Tunisia - Country Plan of Implementation Orange Knowledge Programme (OKP)

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List of abbreviations

ATVET	Agri Technical and Vocational Education and Training
AVFA	Agence de Vulgarisation et de Formation Agricole
BTP	Brevet de Technicien Professionnel
BTS	Brevet de Technicien Supérieur
CAP	Certificat d'Aptitude Professionnelle
CC	Certificat de Compétences
CFPA	Centres de Formation Professionnelle Agricole
CPI	Country Plan of Implementation
EIA	Employment in Agriculture
EKN	Embassy of the Kingdom of the Netherlands
FNS	Food and Nutrition Security
HE	Higher Education
INPFCA	Institut National Pédagogique et de la Formation Continue Agricole
IRESA	Institution de recherche et de l'Enseignement Supérieur Agricoles
IWRM	Integrated Water Resources Management
MASP	Multi Annual Strategic Plan
ME	Ministère de l'Education
MESRS	Ministère de l'Enseignement Supérieur et de la Recherche Scientifique
MFPE	Ministère de la Formation Professionnelle et de l'Emploi
MSP	MENA Scholarship Programme
NFP	Netherlands Fellowship Programmes
NGO	Non-Governmental Organisation
NICHE	Netherlands Initiative for Capacity development in Higher Education
NWP	Netherlands Water Partnership
OKP	Orange Knowledge Programme
SME	Small and Medium Enterprises
SSM	Security, Stability and Migration
SRoL	Security and the rule of law
TFPs	Technical and financial partners
TRACE	Tunisian Rural and Agricultural Chains of Employment
TVET	Technical and Vocational Education and Training

1. Introduction

This document describes the purpose and intentions of the implementation of the Orange Knowledge Programme in Tunisia. 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).

Ever since the revolution in 2011 the Netherlands and Tunisia are working closely together in supporting democracy and justice, migration, security and job-creation. The lack of jobs is seen as an important root-cause for illegal migration and violent extremism and it is intended to provide opportunities for Tunisian graduates, entrepreneurs and workers. Agriculture is regarded as a field with large potential to increase employment.

As of July 2019, Tunisia has been added to the country list of the Orange Knowledge Programme. This document describes the Orange Knowledge Programme, the state of affairs in Tunisia, including the education system and the present situation in agriculture. In addition, it describes the suggested country focus for Tunisia, based on a needs analysis and identification of possible collaboration between Dutch and Tunisian education institutions.

2. Brief presentation of the Orange Knowledge Programme

The Orange Knowledge Programme (OKP) is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements including increased involvement of alumni, attention to cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the OKP partner countries.

The Orange Knowledge Programme will last for 5 years and will be implemented through three types of interventions:

- individual scholarships;
- group trainings and;
- institutional projects focusing on sustainable improvement of technical and higher education capacity.

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

3. Present state of affairs

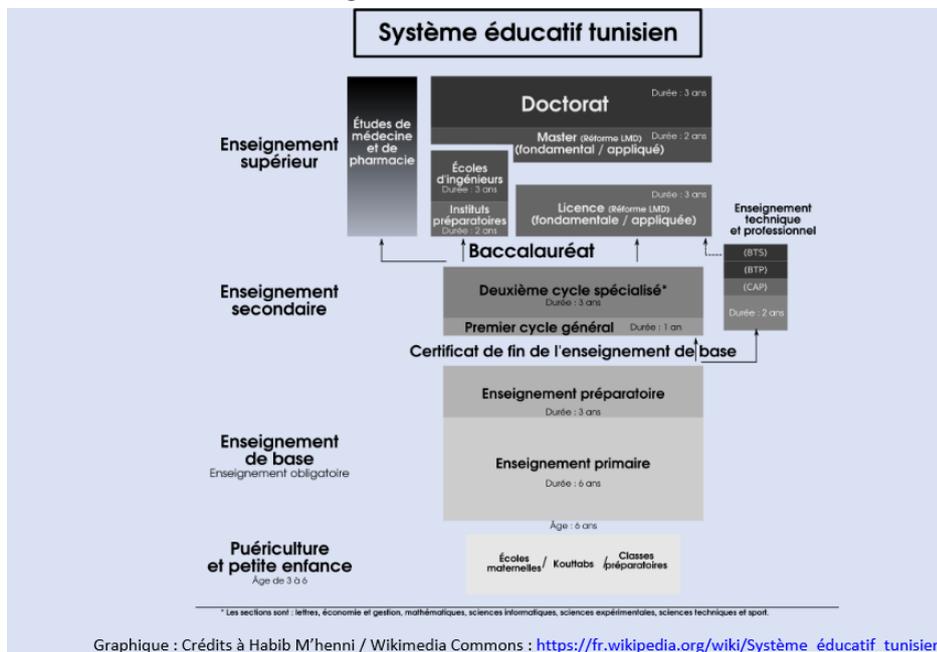
Tunisia is a young nation, with more than half of the population under the age of 29. While Tunisia has seen political progress towards more democracy, economic opportunities are lagging behind. Youth and women, especially in inland and peri-urbane regions, have been particularly affected by the lack of economic opportunity. High unemployment rates, the intergenerational divide and gender and regional disparities pose a growing threat to Tunisia's long-term economic competitiveness.

With 25% of youth (aged 15-24) neither in employment, nor in education or training (NEET), the challenge facing policy makers in Tunisia is immense. This figure even understates the true scale of the problem since, even where youth are in employment, the quality of their jobs often leaves much to be desired: an estimated 50% of employed youth in Tunisia work informally – with little or no, protection and employment security, while many others work on temporary contracts.¹

The National Development Plan 2016–2020 is the first multiannual strategic plan to be developed after the revolution. It provides for an ambitious growth rate of more than 5%, mainly through major infrastructural works and investment in innovation and technology. This goal is heavily dependent on the country's capacity to attract investment (EUR 50 billion). The plan is expected to create 400,000 new jobs, especially for highly skilled graduates. The new National Development Plan, together with the trade agreement to be concluded with the European Union (EU), should help the country to strengthen its industrial sector with huge investments in infrastructure, an improved business environment and easier access to the EU's single market.

There is a recognition that the provision of vocational education and training (VET) has an important role to play in the relaunch of Tunisian industry and should particularly target the key sectors identified in the plan.²

Education and training in Tunisia



The figure above gives an overview of the organisation of the education system in Tunisia. The 'Ministère de l'éducation - ME' is in charge of primary, preparatory and secondary education. Higher education is under the responsibility of the 'Ministère de l'enseignement supérieur et de la recherche scientifique - MESRS', whereas the technical and vocational training falls under supervision of the 'Ministère de la formation professionnelle et de l'emploi - MFPE', in combination with a joint supervision of the relevant technical ministry specifically in the sectors of tourism, agriculture and military.

The diagnosis of the education and training system in Tunisia shows enrolment rates in basic, secondary and higher education are quite high, in line with the budgetary effort (6% GDP for education). However, quality issues tend to counterbalance these efforts. If higher education has become more accessible, training courses are often not in line with the requests for skills of the enterprises.

One of the most striking aspects of the youth labour market in Tunisia is how labour market outcomes deteriorate with educational attainment. The more educated young people are, the higher the risk of unemployment compared to their less educated peers. According to calculations based on the National Population and Employment Survey, in 2012, 62% of tertiary graduates were unemployed compared to an unemployment rate of 38% among 15-24 year-olds with secondary and 30% among 15-24 year-old with primary education. The main factor underlying this phenomenon is the low demand for (quality) skilled labour and employers' demand for low-wage and low-skilled labour in light of the low technological level of most SMEs. The graduate unemployment rate has increased rapidly over the past decade, closely mirroring the surge in the number of students graduating with tertiary education qualification.³

The career guidance that can play a key role in orienting young people on the labour market and giving each person the opportunity to value its human capital throughout his life, is not systematic and little organised⁴.

Technical and Vocational Education and Training

The new National Development Plan identifies the definition of a national concerted vision for education, vocational training and higher education as a priority for action. The main objectives identified for VET in the plan include augmenting data collection and analysis and enhancing the monitoring and evaluation function; increasing the attractiveness of VET; supporting the professional development of trainers and regional authorities so that they can play their part; and developing entrepreneurial mind-sets across the VET system.

According to UNESCO statistics only about 10% of students start a vocational track.⁵ This is not strange, given the lack of attractiveness of VET, mostly due to the lack of demand by the private sector for high quality jobs, characterising an education leading to jobs with a low social status. Moreover, given the lack of pathways between VET and higher education, VET is often disregarded, as it is in fact a 'dead end', offering very limited opportunities for potential academic development. Relevance and quality are major challenges for VET and higher education, resulting in the low employability rate among Tunisian graduates, especially those who have completed higher education.

In 2013 the reform of the national vocational training system was put into place, following the revolution of 2011. Youth unemployment and drop-out rates were considered the two large challenges that led to this reform. It was part of an overall vision, taking into account the economic and social options that aim to promote human capital, capable of adapting to developments and of contributing to improving productivity, attracting domestic and foreign investment and ensuring the thriving of individuals and society. Among the objectives of the reform, lifelong learning, the reputation of vocational training, innovation, skills, funding and partnerships are addressed.⁶ The reform was set up for 2014-2018 and therefore there is no evaluation yet of its results.

The transition from school to work seems quite difficult in the country. Counselling services are needed, particularly for students in the grades most affected by early school leaving. To be effective, these services should be professionally managed by private-sector providers in partnership with youth-led nongovernmental organizations to ensure proper outreach to teachers and parents and, most importantly, peer mentoring⁷. Improved education levels have not always translated into good access to the labour market. On the one hand, this is due to the inability of the Tunisian labour market to create high value added jobs. On the other hand, the education system has not been responsive enough to the private sector's needs and to the changing labour market. Whereas vocational training graduates were traditionally relatively less affected by unemployment, the trend seems to be less clear-cut over the last two years.⁸ A study from the VET graduates of 2012 shows that 30% of them are unemployed four years after their graduation⁹.

Lifelong learning has been quite neglected. The country lacks a comprehensive vision for human capital development and coordination between the involved ministries. This lack of coordination and of pathways across systems result in limitations for Tunisian citizens to build upon achievements in one subsystem to move to another (such as from vocational training to higher education), and therefore a loss in qualifications scale-ups. The National Development Plan identifies the definition of a national concerted vision for education, vocational training and higher education as a priority for action.¹⁰

Bilateral relationships: Tunisia and The Netherlands

Tunisia has taken significant steps in its democratisation since the Arab Spring. At the same time, Tunisia contends with an uncertain security situation, migration challenges, and high unemployment, especially among young people. The Netherlands and Tunisia are working together to achieve security, develop the rule of law and create employment in Tunisia¹¹. Dutch policy in Tunisia aims at supporting and contributing to those Tunisian forces, policies and activities that foster greater security & rule of law for all, while anchoring the democratic constitutional state, a vital economy that offers enough employment, and a cooperation that addresses irregular migration. The Netherlands therefore concentrates on four themes: stability, security, migration and employment.

Nuffic in Tunisia: the Mena Scholarship Programme (MSP)

The Mena Scholarship Programme (MSP) is a scholarship programme that offers scholarships for short courses in the Netherlands. The programme is financed by the Dutch Ministry of foreign affairs and managed by Nuffic. The MSP aims to contribute to democratic transition in the selected countries of which Tunisia is one. Apart from supporting democratic transition, it also aims at strengthening the capacity of organisations in the MENA region through staff development. The requested courses must be aligned with the focus areas of the bilateral aid of the Netherlands embassy in Tunis. MSP is used complementarily (and not overlapping) in OKP countries. This means that both programmes focus on different themes in a given country.

The MSP targets professionals who are nationals of -and living and working in selected MENA countries. In 2018, the country list comprised of 11 countries: Algeria, Egypt, Iran, Iraq, Jordan, Lebanon, Libya, Morocco, Oman, Syria and Tunisia. Since 2015 77 Tunisians received a scholarship.

4. Identification of the needs

This section describes the main outcomes of the needs assessment and covers the gender/inclusion and labour market situation in relation to post-secondary education in the context of the selected priority themes.

A list of the organisations consulted during the scoping missions can be found in Annex 2.

The selected priority themes

- Promote agricultural growth and employment in agriculture;
- Security, Stability and Migration (referred to in this document as SSM, falling under the priority theme Security and the Rule of Law (SRoL));

Analysis of the priority themes

Promote agricultural growth and employment in agriculture

The agricultural sector contributes around 11-12% to the country's GDP and plays a key role in the Tunisian economy, especially in the rural areas of the country. 34% of the population lives in rural areas and agriculture provides 44% of rural employment.¹² Over time the size of the farms has been diminishing due to 'morcellement' and it is now estimated that 75% of all farms are smaller than 10 hectares and account for 25% of the total cultivated area. 3% of the farms are bigger than 50 hectares and account for 34% of the cultivated area.

In 2016 arboriculture (mainly olive, dates and citrus) and cerealiculture (mainly durum wheat and barley) accounted for 84% of the Tunisian cultivated areas. A significant area is also used for livestock grazing and forage crops.

Today, the agriculture and fisheries sector employs almost 14.5% of the total workforce, but the net job creation in this sector has been negative for some years and its share in national employment has declined significantly. This decline is closely linked to regional disparities in terms of access to services, land use planning and access to employment. It shows a strong rural exodus and internal migration movements between large areas and sometimes emigration. The distribution of assets by age group shows that the absorption rate of young people under 30 by the agricultural sector tends to decrease with age, indicating a lack of interest for this sector, while is witnessing the aging of the farmers.¹³

According to a 2014 study by the World Bank, Tunisia's agricultural sector is not realising its growth potential because it concentrates on products in which it is not competitive.

Conversely, in areas where Tunisia is competitive, it does not capitalize on its advantage. A needs-assessment conducted by Wageningen University & Research¹⁴ showed that Tunisia has enough knowledge and skills but not the right capacities to develop the sector. A lack of value chain approach, reluctance of farmers to organize themselves in cooperatives, limited access to knowledge and communication, declining subsidies for extension work and vocational training, limited access to capital and underdeveloped resources and knowledge of Climate Smart Agriculture all hinder a higher technological and educational level.

For the development of the agricultural sector and in the mobilisation of its potentials, agricultural extension is considered as one of the contributing tools. Tunisian farmers have a variety of needs and priorities that exceed the traditional new agricultural technologies demand. Extension services could provide a solution for this demand, provided that they are well organised and that trainers are well trained and in contact with research, business and education. Unfortunately, extension services face a lack of human resources and logistics. Extension approaches are numerous and their evaluation is not well reported at the central level. Most of the extension techniques are old but some new ones are introduced in integrated rural development projects.¹⁵

The Netherlands objectives in the field of Promotion of agricultural growth and employment in agriculture

According to its Multiannual strategy for 2010-2022, The Netherlands will support employment generation from the sustainable trade and investments, as well as the sustainable development, food security and climate budgets. The ambition expressed in this strategy is that the Tunisian agriculture sector (farmers, cooperatives and food processing industry)

provides ample employment, including for youngsters and women, and is internationally competitive.

To operationalise this strategy, the Embassy is currently finalising an agricultural employment programme (September 2019): Tunisian Rural and Agricultural Chains of Employment (TRACE) programme. The TRACE programme will be implemented by the World Bank as fund manager.

The education and training gap in the priority theme

Structure and current status of the provision of post-secondary education in Agriculture

Higher education

The post-secondary agricultural educational institutions are managed in dual academic supervision: Ministry of agriculture & fisheries and Ministry of higher education and scientific research. Compliance and quality of higher education are being monitored by the National Evaluation, Quality Assurance and Accreditation Authority. There are 11 institutions spread geographically over 8 governorates and attached to 4 universities. The coordination between these institutions and the ministry is done through [IRESA](#) (Institution de recherche et de l'Enseignement Supérieur Agricoles).

IRESA, a semiautonomous institute administered by the Ministry of Agriculture, has the national mandate to develop research programs, oversee research budgets, facilitate linkages between its research and education agencies and with extension agencies and producer organizations, and ensure the relevance of the research conducted according to national agricultural production and development priorities. To enter one of these 11 institutions, student first need to complete secondary education with the 'baccalauréat'.

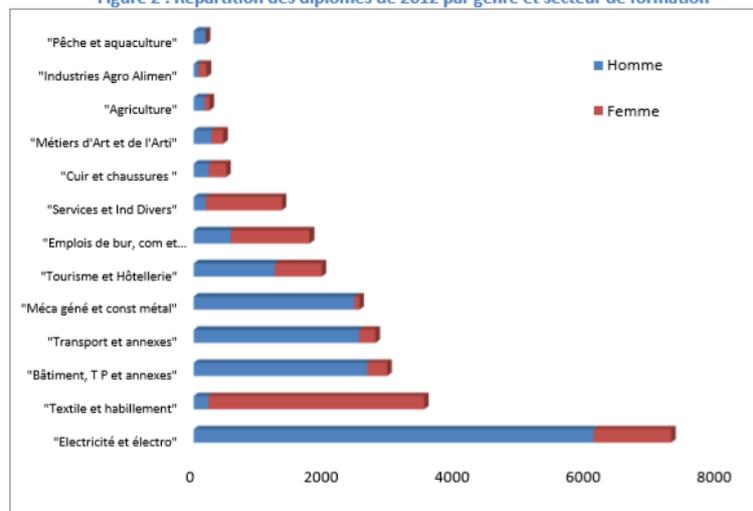
Vocational education and training

This refers to the vocational track that students can start after lower secondary school. It consists of three levels, namely, the Vocational Aptitude Certificate (CAP), the Professional Technician's Diploma (BTP) and the Advanced Technician's Diploma (BTS). The Ministry of Vocational Training and Employment holds responsibility for these certificates.

The Agency for Agricultural Extension and Training (AVFA) is a public administrative institution under the authority of the Ministry of Agriculture which oversees training and extension. In the field of agricultural vocational training and fishing, the AVFA is responsible for developing and monitoring programs and all activities related to initial and in-service training (lifelong learning). AVFA is also in charge of executing and monitoring programs for upgrading training institutions to meet the needs of the profession/ agricultural sector and the demand of the labour market. The AVFA supervises 39 training establishments for agriculture and fisheries (Centres de Formation Professionnelle Agricoles – CFPA – of Lycées sectoriels de la formation professionnelle), equally distributed over the 39 governorates.

Although the agricultural sector contributes around 11-12% to the country's GDP, the proportion of 'agri' TVET graduates is relatively small among all TVET graduates. The sectors "agriculture", "agri-food industries" and "fishing and aquaculture" are in last positions with respectively 0.9%, 0.8% and 0.7%¹⁶.

Figure 2 : Répartition des diplômés de 2012 par genre et secteur de formation



Source : ONEQ

Continuing education and training

This refers to lifelong learning for those who are already on the job market. This kind of training is offered by public institutions, commercial training institutions and private companies (for their own employees). Public extension is supervised by AVFA, as described above. The National Pedagogical Institute and continuous Agricultural Training (INPFCA) in Sidi Thabet is responsible for technical and pedagogical training of trainers and extension workers, the development and updating of standards and training programs, and educational assistance to the centres.

The centres for vocational agricultural training (CPFA) also offer continuous training (Certificats de Compétences). They are conducted in the form of training sessions accompanied by technical demonstrations on site. The duration of the training varies according to the target group from 8 to 15 weeks while farmers continue their work.

Analysis of the education and training gap for the priority theme

Based on information gathered during the identification process, we identified the following strengths, weaknesses, risks and opportunities:

Strengths

- Access to education in Tunisia is free at all levels, including continuous education.
- The Agency for Agricultural Extension and Training (AVFA) oversees both agricultural training and extension services. Although the relationship and dialogue between both services is now limited, the structure offers potential.
- The INPFCA has mandate for technical and pedagogical training of trainers and extension workers, the development and updating of standards and training programs, and educational assistance to the centres.

Weaknesses

- Few of the centres for vocational agricultural training (CPFA) offer initial training (CAP, BTP, BTS).
- Vocational training suffers from a negative reputation, as is the case in many MENA countries. As the systems only selects the weakest students for the vocational track, it is not an attainment that students want to be associated with.
- Curricula are often said to prepare students insufficiently to the labour market. An increased integration of entrepreneurial skills, soft skills and value chain analysis is crucially needed.
- Partner involvement: There is currently a lack of interaction and cooperation between the training centres, business and research institutions. Especially vocational training centres and extension work could benefit from private sector involvement, for example in the process of designing curricula, offering internships and applied research opportunities. In addition, collaboration of the triple helix ensures relevance for all stakeholders.
- Teacher training: The education system in Tunisia is based on a traditional education system, which lacks interactive teaching techniques, soft skills and coaching. By training teachers how to bridge the gap between theory and practice, how to encourage and coach students in their learning process (especially from the vocational level), how to promote skills such as communication and problem solving, education could benefit. Also, a specific gap that came to light is the lack of training of the trainers in value chain analysis.
- There is a large number of centres for vocational agricultural training (CPFA) and they are unequal (not all are situated in attractive regions for the youth, not all can offer initial training, etc.).
- Many technical and financial partners work with the Tunisian government to increase employability in agriculture and the quality of education: this poses a coordination challenge.

Opportunities

- Each agricultural training centre has a practical farm.
- Strong private sector demand for skilled workers (technical & soft skills)
- Many recent pilot experiences have produced positive results in a number of agricultural training centres (among others with financial and technical collaboration from GIZ and Swisscontact).
- The Netherlands will implement a major intervention: Tunisian Rural and Chains of Employment

Threats

- The recent elections could lead to administrative changes and/or instability.
- Currently there is a lack of pathways (bridges) between the vocational and the university programmes.
- The double administrative supervision of agri-TVET (Ministry of vocational training & employment and Ministry of agriculture) is a burden.

Focus of the Orange Knowledge Programme in Tunisia

Promote agricultural growth and employment in agriculture

Nuffic has conducted scoping missions to Tunisia and identified that the primary focus of the OKP programme should be on improving the quality and employability of ATVET graduates, with view to help generate resilient livelihoods of small scale food producers and more sustainable decent jobs in the whole agrifood sector.

The following possible interventions to achieve this for EIA have been selected:

1. Strengthen teacher training programmes to improve the employability of TVET graduates in the agricultural sector in Tunisia.
2. Improve professional education and vocational training at the level of the CFPAs.

These interventions should be closely aligned and collaborate with the projects of the EKN.

Security and the Rule of Law

As the Arab Spring's birthplace and its sole fledgling democracy, Tunisia represents an encouraging yet incomplete victory against authoritarian rule and violent extremism. Tunisia's sustained progress since the 2011 revolution makes it a strong democratic partner in a volatile region. However, an economic crisis, political disaffection, and the inherent difficulties of a major political and social transition continue to threaten the country's stability.

The nation is confronted with persisting socioeconomic problems, chronic social, political and economic marginalisation, inequality and injustice. This has reinforced discontent. Especially young people are at risk of seeking refuge in more extremist views or wish to migrate.

In October 2019, parliamentary and presidential elections took place. The results of these two elections showed that people have rejected the established parties. Even the well organised Ennahda Party again lost a major part of its constituency. Tunisians choose a political outsider, Kaïs Saïed, to lead Tunisia as the president. The newly-elected parliament is more diverse than before, which might make policymaking laborious, complicating efforts to address chronic economic problems.

The Netherlands objectives in the field of Security, Stability and Migration

Dutch policy in Tunisia aims at supporting and contributing to those Tunisian forces, policies and activities that foster greater security & rule of law for all, while anchoring the democratic constitutional state, a vital economy that offers enough employment, and a cooperation that addresses irregular migration¹⁷.

The Netherlands will continue to focus on strengthening the institutions that safeguard the democratic legal order. The interventions of The Netherlands will aim at supporting the judicial institutional basis, ensuring accountability and supporting the decentralisation process in Tunisia.

In the field of migration, the Netherlands will pursue the following long-term objective: Irregular migration from Tunisia is contained and an effective return policy for Tunisians who have no right to stay in The Netherlands or any other European country is in place.

In the field of security, the Netherlands will work with Tunisia to strengthen and reform its security force's capacities to identify and prevent radicalization and violent extremism.

The Orange Knowledge Programme will support the Dutch commitments in Tunisia in the field of Security, stability and migration with TMT, TMT+ and with individual scholarships for mid-career professionals. By each call for TMT+, a description of the context and specific objectives will be provided.

5. Envisaged Theory of Change and outcomes

The Orange Knowledge [Theory of change](#) describes the way the OKP programme will contribute to the Dutch development cooperation¹⁸ policy as described [here](#). The OKP M&E framework is intended to make clear that all interventions within OKP should be geared to contribute coherently and measurably to common long-term impacts, as defined by in the Netherlands Multi Annual Country Strategy of the Ministry of Foreign Affairs.

The OKP programme in Tunisia aims at the following objectives, outcomes and impacts:

Promote agricultural growth and employment in agriculture

Objective:

Contribute to End hunger, achieve food security and improved nutrition and promote sustainable agriculture (SDG 2)

The following **long-term impacts** will be aimed at:

1. Promote agricultural growth;

Security, Stability and Migration¹⁹

Objective:

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

The following **long-term impacts** will be aimed at:

1. Human Security;
2. Rule of Law;
3. Peace and governance;
4. Social and economic reconstruction.

The following **medium-term impact** will contribute to this:

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

This will be achieved by the following **outcomes**:

- 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 refer to the [Orange Knowledge Theory of Change](#) on our website.

An M&E matrix presenting the expected outcomes and connected indicators for the regional programme can be found [here](#).

6. Articulation and calls

The OKP offers different kind of capacity building interventions (see Annex 1):

1. Institutional collaboration projects: partnership projects between TVET and higher education institutions locally and in the Netherlands;
2. Tailor-Made Training (TMT) for groups, and Tailor-Made Training +;
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 Tunisia 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 3 and 4. Please refer to the various [OKP modalities](#). For scholarships, please consult the [OKP scholarship website](#). For updates on calls and other OKP information, please register via the [OKP updates website](#).

Preliminary planning of implementation:

Step	Date
CPI published on Nuffic website	February 2020
First call published	March 2020
Deadline call	Q1 2020
Selection partners	Q1 2020
Start of project in case joint proposals	Q2 2020

7. Indicative budget for the programme

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

Period of implementation 2020 – 2021	Employment in agriculture	SSMRoL	Total
Institutional projects (x2)	1,600,000	Not applicable	1,600,000
TMT+ (x7)	125,000	450,000	575,000
Other group training	PM	PM	PM
Individual scholarships	PM	PM	PM
Alumni events	PM	PM	PM
Total	1,725,000	450,000	2,175,000

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.

Tunisia is classified by the OECD as a lower middle-income country (LMIC)²⁰. Partners applying for Tailor Made Trainings and Institutional Partnership projects are encouraged/required to include co-funding in their proposals. This will contribute to reciprocity and ownership of results established within the collaboration between all partners. Integration of co-funding in the breakdown of budgets will be one of the assessment criteria in the selection of proposals. For Tunisia, Nuffic will introduce a minimum level of co-funding as mandatory for applications as follows:

% of Cofinancing	In 2018	In 2019	In 2020	In 2021
LMIC	5%	10%	15%	15%

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

8. 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.

Swisscontact

The [Programme de formation professionnelle](#) is funded by the Swiss Agency for Development and Cooperation (SDC) and implemented by Swisscontact with the Ministry of Vocational Training and Employment (MFPE). It aims to improve the employability of young people and the attractiveness of vocational education and training (VET). This program started in June 2013 and brings together the main public operators of the VET, as well as the private sector by systematically involving the relevant professional branches. The Program thus contributes to establish public-private partnerships and facilitate the emergence of multi-stakeholder governance. Renewed in 2016 after a 3-year pilot phase, the program has since benefited from excellent synergy with the partners of its various components. One component of the program focuses on agriculture. It aims at reinforcing the practical aspect of the trainings provided in the agricultural training centres, often demanded by the employer operators and the new promoters. The component also aims to strengthen the integration of centres in their economic environment.

GIZ

The German development agency is currently implementing various programs relating to agriculture and vocational training. Two of them are (i) The [ATVET module](#) of the Comprehensive Africa Agriculture Development Programme (CAADP) focuses on strengthening ATVET in Africa and hence contributing to a professionalised, productive agricultural sector. ATVET offers a solution to Africa's lack of trained and qualified smallholder farmers. Income-boosting value chains were initially identified in six partner countries. This has enabled the development of teaching and study materials relevant to the labour market in collaboration with selected ATVET institutions. In 2017, following successful implementation of ATVET in Kenya, Malawi, Ghana, Benin, Burkina Faso and Togo, the number of partner countries was increased from six to 12 through the addition of Tunisia, Sierra Leone, Rwanda, Uganda, Namibia and South Africa. (ii) the program '[Promotion de l'Agriculture durable et du Développement rural \(PAD\)](#)' aims at improving rural livelihoods and promoting sustainability of rural areas.

US Embassy

The U.S. Department of State, Bureau of Near Eastern Affairs Office of Assistance Coordination (NEA/AC) and the United States Embassy in Tunisia, Assistance Unit has announced a [Notice of Funding Opportunity](#) (NOFO) to support the development of the Tunisian agriculture sector by providing technical assistance to the Agence de la Vulgarisation et de la Formation Agricoles (AVFA) (Agricultural Training and Extension Agency) and modernizing vocational training centers around the country. The call for proposal was opened during summer 2019.

EU

Since April 2018, the EU has supported the implementation of the [IRADA](#) - Regional Initiative for Sustainable Development Support Program, which aims to create employment and support the sustainable development of Tunisia in eight regions through support for private sector development and vocational training.

9. 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 that will be provided by Nuffic. They will also record their successes and setbacks so that lessons can be learned from them as part of an organisational learning approach.

Nuffic will monitor and evaluate the OKP at programme level and will regularly discuss progress with 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. List of organisations consulted during the scoping mission

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.

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

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

Reference is being made to the [Theory of Change for the OKP programme](#).

The programme will be implemented through three types of interventions:

- individual scholarships;
- group trainings and;
- institutional projects.

In Tunisia 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-funding:**
Where worthwhile and possible, the programme must stimulate co-funding.
- **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 List of organisations consulted during the scoping missions

Organisation
Netherlands Embassy in Tunis
Delegation of the EU in Tunisia
Swisscontact
Ministère de l'Enseignement Supérieur et de la Recherche Scientifique – conseillère chargée de l'employabilité et de l'ouverture sur l'environnement
Ministère de la Formation Professionnelle et de l'Emploi – Directeur de la coopération internationale et des relations extérieures
Agence de Vulgarisation et de Formation Agricole - AVFA
Guichet unique des services de vulgarisation et de conseil agricole, Cellule Territoriale de Vulgarisation (CTV) à Testour
CFPA Testour
Lycée sectoriel agricole de Thibar
INPFCA Sidi Thabet
CFPA Manouba
CRDA Manouba
SYNAGRI
REACH initiative
GIZ
Institut National du Travail et des Etudes Sociales - INTES
Terre d'asile
OFIG
Observatoire National de la Migration (ONM)
Centre de Formation et d'Appui à la Décentralisation (CFAD)
Office des Tunisiens à l'Etranger (OTE)

¹ [Investing in Youth, Tunisia](#) Strengthening the Employability of Youth during the Transition to a Green Economy. OECD (2015)

² [Tunisia. Education, Training and Employment Developments 2016](#). ETF (2017).

³ [Investing in Youth, Tunisia. Strengthening the Employability of Youth during the Transition to a Green Economy](#). OECD (2015).

⁴ Rapport diagnostic préparatoire à la SNE – Paper copy. Ordered by MFPE, UTICA, UGTT (April 2019)

⁵ <http://uis.unesco.org/country/TN>

⁶ [The reform of the national vocational training system](#). Ministry of Vocational Training and Employment (2013)

⁷ [Tunisia, breaking the barriers to youth inclusion](#) (Chapter 3). World Bank (2014)

⁸ ETF (2017) Ibid

⁹ [Etude sur l'insertion professionnelle des diplômés du dispositif national de la formation professionnelle](#). INEQ (2017)

¹⁰ Tunisia. Education, Training and Employment Developments 2016. ETF (2017) Ibid

¹¹ [Multiannual Country Strategy The Netherlands and Tunisia, 2019-2022](#)

¹² [The Unfinished Revolution. Development Policy Review](#). The World Bank (2014).

¹³ [Rapport de synthèse sur l'agriculture en Tunisie](#) - CIHEAM IAMM, 2019

¹⁴ [Needs Assessment of the Agriculture in North-West Tunisia](#). Wageningen University & Research (2017).

¹⁵ [Agricultural Extension and Advisory Services in Tunisia. Conference Paper](#). Agrosym (2015).

¹⁶ [Etude sur l'insertion professionnelle des diplômés du dispositif national de la formation professionnelle](#) ONEQ, nov 2017

¹⁷ Multi-annual country strategy Tunisia – 2019 to 2022, not published.

¹⁸ <https://www.dutchdevelopmentresults.nl/theme/>

¹⁹ Falling under the priority theme Security and the Rule of Law (SRoL)

²⁰ Orange Knowledge Programme countries are classified in accordance with the list of [Development Assistance Committee](#) of the OECD.