

Orange Knowledge

Programme
for Global
Development

Themes, partners and lots of inspiration:
all you need to know about the new
Orange Knowledge Programme

nuffic
meet the world



COLOFON

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8 goals

What is the Orange Knowledge Programme¹ exactly? Eight basic principles form the foundation of the programme:

- 1** Innovation is key to the development and implementation of the programme.
- 2** Reciprocity and equality are important elements in the collaboration. This means that the Southern partners play an active role in the design of collaboration projects.
- 3** Flexibility is required regarding implementation of the programme and division of resources depending on the local needs and context.
- 4** Demand-driven approach is key with regard to ownership, sustainability and the efficient use of resources.
- 5** The programme must be complementary to other Dutch centralised and decentralised 'development programmes in low and middle income countries.
- 6** The programme encourages and stimulates co-financing.
- 7** The programme provides opportunities for marginalised and vulnerable groups and integrates a gender perspective.
- 8** The programme focuses on presenting results stemming from knowledge development at individual, institutional and group levels.

¹ Formerly known as KOP



Dear reader,

Welcome to Orange Knowledge, a magazine based on the launch of the Orange Knowledge Programme. With it, we want to celebrate the start of this new programme, aimed to develop the capacity, knowledge and quality of both individuals and institutions in the field of academic, professional and vocational education in low and middle income countries.

There is still a lot of work to be done in the coming months during the inception phase to develop and design the new programme. Happily

I also sense enthusiasm and positive energy that this new programme offers. Building long lasting partnerships with local ownership are key that foster sustainable, inclusive growth. We operate in a complex global environment. I am confident that in five years time we can be proud of the outcomes of the programme and what has been achieved together! I am sure we have a great time ahead of us.

Theo Hooghiemstra
Director Nuffic

The road to partnership

It is only by collaborating and by making the best possible use of all the means at our disposal that success can be guaranteed. So how do we create a successful partnership? “All partnering initiatives are unique. There’s no one-size-fits-all approach.”

‘Let’s make knowledge work’

“Today, I would like to make an appeal to Dutch knowledge and education institutions: let’s make knowledge work, and therefore let’s seize the opportunity to turn the Orange Knowledge Program (OKP) into a success. It is only by acting together and by making the best possible use of all the means at our disposal that success can be guaranteed. Let’s therefore take a look at some important success factors, such as collaboration.

Share knowledge

We can only be successful in this matter if we all work together, if we share our knowledge and help each other. Is our relationship one of partnership or one of competition? Knowledge institutions are sometimes in competition with each other, which is understandable, but when it comes to knowledge development, it’s definitely a fail factor.

Demand drivenness

Another thing is to allow the programs to really connect with local knowledge institutions. Evaluation of previous programmes has shown that more

attention should be devoted to reciprocity and that ownership should shift to the local education and knowledge institutions in southern regions. Demand drivenness is a key success factor in sustainable capacity development.

Irreplaceable experience

Thirdly, our commitment is of the utmost importance, especially under challenging circumstances. It is tempting to work in middle-income countries, where infrastructure is well or-

‘I am sure that it will make them better equipped to educate and prepare students for a fast growing, challenging and interconnected world’



ganised. OKP however provides interesting opportunities for collaboration with developing countries and marginalised and discriminated groups. These are not easy challenges, but they can provide an irreplaceable experience that is of great value for all parties involved. For the Dutch knowledge institutions, working in countries like Mali or Burundi, their involvement will lead to possibilities for first hand unique (field) experiences in very interesting settings. I am sure that it will make them better equipped to educate and prepare students for a fast growing, challenging and interconnected world.

Finally, I would like to make an appeal to Dutch knowledge institutions. Internationalisation shouldn’t be carried out as a sideline. Policy and strategic choices should promote internationalisation. The inclusion of OKP in the core strategy is of prime importance.”

Michiel Servaes, Deputy Director Department for Social Development Ministry of Foreign Affairs

NAVIGATING TOWARDS IMPACT IN PARTNERSHIP:

Effective partnering – what does it take?

“Partnering can be challenging, particularly when the goals are huge and diverse. With the introduction of the Sustainable Development Goals (SDGs) in 2015, partnering has reached institutional status as one of the five founding principles for increased impact. Implementation of the SDGs – designed to address complex issues as hunger, poverty, sustainable agriculture, education – requires a collective effort by governments, research institutions, the private sector and civil society organisations.

For this reason, the Dutch Ministry of Foreign Affairs asked a variety of organisations to pool their knowledge and experience to identify and share the elements of effective partnering. This collective endeavour has led to PEP: Promoting Effective Partnering. It's a platform of free resources to improve partnering efforts and bring about transformational results. PEP introduces five key dimensions in partnering that have to be managed in order to be effective:

① Understanding Context specificity - the local economy, political, historical and societal conditions - is essential. Effective partnering takes full



‘You don’t partner because you trust each other. You trust each other because you partner.’

account of local priorities and conditions and engages with the people affected in locally appropriate ways. Otherwise ‘ownership’ will not be created and the partnership will fail.

② Strategy: recognising and optimising diversity and complementarity of partners and stakeholders is vital. This takes time.

③ Learning: effective partnering requires a commitment to a learning attitude or mind set. The goal of learning in this context is to change and improve working practices. Often, learning is more important than control and evaluation. Learning triggers a process of

feedback on actions. Setting up an ‘impact-team’ containing all participants helps.

④ Governance structures that manage the often complicated and dynamic nature of multi-stakeholder engagement is vital. Working together successfully is not necessarily based on trusting each other, but rather requires respecting each other’s contributions, values and differences. You don’t partner because you trust each other. You trust each other because you partner.

⑤ Finally, effective partnering requires a culture of Collaboration and communication. That means actively deepening working relationships and building all participants’ capacity to partner. This requires addressing any power imbalances, ensuring inclusivity and building active engagement.

There’s no such thing as a quick fix for effective partnering, but keeping in mind these five dimensions will put you on the right track.”

*Prof. dr. Rob van Tulder,
Academic Director Partnerships
Resources Center*

Read more?

www.effectivepartnering.org

‘Bringing together stakeholders that share the same vision’

Input from our partners is vital for the Orange Knowledge Programme. We asked a number of them for their first impressions of the brand-new programme, and how they think they will contribute to its success.



‘We need our partners’

“Besides our role as donor, we also strive to be a strategic partner. The Ministry of Foreign Affairs prefers to keep aligned with the organisations that implement projects both here as in low and middle income countries.

In programmes like the OKP the government relies on the knowledge and expertise of the implementing organisations. Therefore we are always eager to learn from our partners what works and what doesn’t.”

Peter van der Bloemen, Dutch Ministry of Foreign Affairs



‘Consider the strengths of each institute’

“Vocational education is fundamental. In many of the countries we focus on, there is a large gap between basic and academic education, where vocational education should be: it is precisely this middle group that can add stability to a region. I think that if the Dutch institutions for professional and vocational education collaborate, we can offer both practical knowledge and more theoretical knowledge at the same time. Consider the strengths of each institute, and bring them together rather than make them compete.”

Manfred Polzin, MBO Raad



‘Projects need to be aligned to the goals and strategy of the organisation’

“We have participated in previous capacity building programmes, and I’m curious to see what the new programme will entail. I’m very positive about the idea that projects need to be aligned to the goals and strategy of the organisation – that will provide projects a stronger basis, and makes it more likely a project will be successful.”

Ingrid Bles-Bartelink, Saxion



'Intensive and sustainable cooperation'

“Our organisation, Platform for International Education, is involved in programmes on education, research, globalisation. Like the Orange Knowledge Programme, we believe in intensive and sustainable cooperation with partners in the Global South, which contributes to fair development in the fields of higher education, scientific research and innovation, contributing to both the knowledge capacity in the South and to strengthening the knowledge economy and positioning of the Netherlands. We bring together and support all stakeholders that share this vision. If we really want to have impact we should work together with local partners, ranging from universities, businesses, NGO's and governments. Within the Orange Knowledge Programme, we can act as a broker and bridge builder between the different partners and stakeholders.”

Jennifer Kockx, Platform for International Education



'Improve life of people all over the world'

“Like the Orange Knowledge Programme, our mission is to improve life of people all around the world. We are addressing issues like climate change and sustainable agriculture in Africa. Our faculty, ITC, the faculty of Geo-Information science and earth observation, is recognised worldwide for achievements in teaching, research and capacity development in the field of Geo-Information science and earth observation. We want to contribute to advance the Global Sustainable Development Goals Agenda, through collaboration on educational and research capacity development activities. From this perspective, we believe all universities and knowledge institutions can contribute to the Orange Knowledge Programme by collaborating and sharing their expertise.”

Freek van der Meer, Twente University



'Specialised training is required'

“All partners should be committed to turn the Orange Knowledge Programme into a success. We know from our own experience that, in order to work successfully on an international level, specialised training is required. At Clingendael Academy we're experts in diplomatic and international training. The world is changing: internationally, politically and economically. As a result, the need for diplomacy and effective tools for international cooperation has grown substantially. We provide the knowledge and skills professionals need to operate effectively in international and politically sensitive environments.”

Sharon Beijer, Clingendael Academy

Meeting global demands – Job creation at the top!

If nothing happens, by 2050, more than 415 million youngsters in Africa will be unemployed. As discussed in this workshop, job creation and trainings in entrepreneurship may play a role in tackling this enormous problem.

To kickoff the workshop, the Erasmus Centre for Entrepreneurship presented a project they implement in Mozambique. Together with three local universities, they have created an educational module on entrepreneurship. One important take-away from the Erasmus' project is that the project never aimed to generate a high output of start-ups. The goal is rather to equip students with an entrepreneurial mind-set. Ideally that mind-set should be nourished from elementary school onwards.

Some other insights that were shared during the workshop: Internships, both in the Netherlands and the Southern countries, can support students as they merge education and practice. Furthermore they can help students build a network.

Crash-courses, that equip students with knowledge and skills are useful when they start working. Companies that provide training in collaboration with educational institutions can be very valuable. Local governments may also benefit from training on how to support entrepreneurs.



'Create a coherent vision'

"I'm glad we have the opportunity to point out the possible obstacles and opportunities we see in the field. Reducing unemployment in the developing countries asks for an integral approach. I think it is important for the ministries involved to create a coherent vision of all the instruments the Dutch government has at its' disposal. And I think those instruments can become more efficient when implemented in a coherent way."



Camiel Aalberts, AalbertsFoodWise

Inclusivity: from well-meaning to well doing

The new programme places a clear focus on excluded, marginalised or discriminated groups fostering gender mainstreaming in projects. To ensure the inclusiveness of the new programme, participants of this workshop discussed what inclusivity means for their institution. In today's world, being able to go to school or university isn't something to take for granted. Inclusivity means that getting an education and a diploma should be for everyone, not just for the privileged ones. Inclusivity also means we sometimes become challenged when confronted with different views and opinions, habits and behaviours. Truly understanding the meaning of diversity and inclusivity is acknowledging the fact that every human being is unique, and has a unique perspective. Creating space with respect and openness for these different perspectives gives us a broader view of our own world and how we can do things differently.

Truly understanding what inclusivity means for us personally, enables us to manage diversity and inclusiveness on a daily basis. And this will enable us to really engage with inclusiveness, in order for us to incorporate this in the programme.

'Many forms of inclusiveness'

"I'm dealing with inclusive development and education on a daily basis. It's very helpful to reflect and talk about this and share experiences. When we started talking about diversity and inclusivity, we found out that we all have a different perspective on the issue. Combating poverty can be a form of inclusiveness, but combating inequality as well. It's complex, because there are many kinds of inclusiveness. This makes it difficult monitoring inclusiveness. You have to be flexible and study each context."

Denyse Snelder, Vrije Universiteit Amsterdam



Power of youth!

Mobilisation of professional and vocational training to fight youth unemployment

Professional and vocational education training in the Netherlands and institutions providing programmes of applied sciences have experience in designing vocational training programmes in Southern countries, collaborating with the lo-

cal government and businesses. In this workshop, participants discussed opportunities to engage with capacity building and skills training programmes.

How can we contribute in making these programmes more accessible for young people, increasing employability and resilience to find new ways of living in emerging local markets? In this workshop, participants discussed the situation in Africa. In Africa, vocational education training doesn't focus enough on the training of practical skills. Moreover,

Africa is massive in population; vocational schools are outnumbered. As a consequence, employment opportunities are low. Business aren't eager to hire young people, because their education isn't practice oriented nor adapted to the needs of businesses. A new vocational educational system might be a way to increase employability. An educational system that allows colleges and enterprises work closely together, enabling students to learn by doing. This way, professional skills improve quickly.



'Make the system more accessible'

"In our Ethiopian agricultural project, we invited businesses to school, which was a new, positive experience for both parties. I'm happy that Nuffic is including vocational education training in the new programme. The next step is to make the system somewhat more accessible. Less rules, for instance, the possibility for vocational education students to apply for scholarships, and the recognition, certification and validation of vocational courses."



Heleen Andringa, Nordwin College

Partnerships – The way forward!

In the new Orange Knowledge Programme, there will be a lot more emphasis on sustainable partnerships. In this workshop, thoughts were shared on how sustainable partnerships can be created.

In sustainable partnerships, a good broker may prove to be of vital importance. Not only can a broker connect different parties, he or she can also make sure parties continue to talk, and can nourish a healthy collaboration. It's important to share a common goal – to agree on an issue you want to work on together – and to continuously look if that goal remains valid.

In the past, collaborations ended with the end of a project. From now on, the aim to start a sustainable partnership will be an important aspect of new projects. Of course, this may not always be successful, and partnerships may turn out to be mismatched; but the intention has to be there. Far more than under the NICHE programme, partners will need to listen to each other carefully.

'Invest in personal relationships'



“In my experience, short-running projects can lead to sustainable relationships as well. Some of the projects we've organised during earlier programmes kept returning in some form or another in later programmes. Over the years, we've definitely created partnerships – for instance based on the personal relationships with our PhD alumni.”

**Arend Jan van Bodegom,
Wageningen Centre for
Development Innovation**



Wrap-Up

How do the partners look at the new programme? What deserves attention in the future? Ten observations made during the launch of the Orange Knowledge Programme November 2nd 2017, Utrecht The Netherlands.

- 1** We have to ensure a stronger connection between higher (professional) education and vocational education.
- 2** There is a lot of enthusiasm to work in consortiums – broad-based groups of parties working together rather than competing.
- 3** The collaboration with alumni should be optimised - reinforcing their pride.
- 4** Nuffic will keep partners informed on a regular basis about the design and the developments of the new programme.
- 5** Pay attention to content in the cooperation. Ideally the project should align with the strategic vision and ambition of the institutions involved.
- 6** Make sure inclusivity is at the core of projects.
- 7** Diversity is an important element of succesful partnerships.
- 8** The programme facilitates new ways of cooperation between various stakeholders.
- 9** In the design of the Orange Knowledge programme Nuffic pays attention to implement efficient and effective procedures.
- 10** In sustainable partnerships interests of involved parties should be well aligned.

Next Steps

- **November-December 2017:** Deadline short courses
- **February 2018:** Inception report ready
Discussion Inception report with:
 - Advisory Board
 - Sounding Board
 - Various branch organisations and knowledge institutions
 - Various departments of the Dutch Ministry of Foreign Affairs
- **Spring 2018:** Choices about themes, countries and regions based on Inception report
- **April 2018:** Deadline Master Scholarships and Short Courses
- **Summer 2018:** Start institutional cooperation projects based on new partnership relations according to new collaboration approaches.
Partners a.o.:
 - Nuffic
 - Dutch Ministry of Foreign Affairs
 - Dutch knowledge institutions (VSNU, VH, MBO Raad, PIE, Profound)
 - Southern knowledge institutions
 - Dutch and southern companies
 - RVO
 - et cetera

