Palestinian Territories

Country Plan of Implementation

Orange Knowledge

Abbreviations

CSA	Climate Smart Agriculture
CPI	Country Plan of Implementation
EQA	Environmental Quality Authority
HE	Higher Education
HWWTP	Hebron Waste Water Treatment Plant
ISG	Infrastructure Strategy Group
LMIC	Lower Middle Income Country
MoA	Ministry of Agriculture
MoLG	Ministry of Local Government
MoPAD	Ministry of Planning and Administrative Development
MoPWH	Ministry of Public Works and Housing
NGO	Non-Governmental Organisation
NRO	The Netherlands Representative Office
NWA	Palestinian Water Authority
NWWTP	Nablus Waste Water Treatment Plant
NWC	National Water Council
NFP	Netherlands Fellowship Programmes
NICHE	Netherlands Initiative for Capacity Development in
Higher	
	Education
OKP	The Orange Knowledge Programme
PADUCO	Palestinian-Dutch Cooperation in water
PWA	Palestinian Water Authority
TMT	Tailor-Made Training courses
TVET	Technical and Vocational Education and Training
WASH	Water Sanitation & Hygiene
WSWG	Water Sector Working Group

I.   Introduction

This document describes the purpose and intentions of the implementation of the OKP programme in the Palestinian Territories. It follows after an identification process in which capacity needs 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 Dutch government. Nuffic is responsible for its implementation and follow-up in accordance with each Country Plan of Implementation (CPI).

II.   Brief presentation of the OKP programme

The 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.

III.   Current state of affairs

In the NICHE Country Programme formulated in 2014, three priority sectors were selected based on the Multi-annual Strategic Plan. Food security and the rule of law were selected as the policy priority areas for NICHE for initial projects, while water would be added at a later stage. The current NICHE programme with a budget of € 4,5 million comprises two projects in (i) food security and (ii) the rule of law Memoranda of Understanding were developed for both projects, one of which was signed during the state visit of the Palestinian President Mahmoud Abbas and Prime Minister Rami Hamdallah to the Netherlands in October 2015. Both projects in the NICHE programme have started in 2015 and are in their second year of operation. Due to the difficult internal political situation and travel restrictions, progress has been relatively modest. Universities taking part in NICHE face some organisational and financial constraints.

All lack capacity both in quality and staff numbers. They are relatively young and focus more on teaching than research. Two NFP tailor made training TMT projects on agricultural research methods have been completed.

IV.   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.

The description of the identification process can be found in Annex 3.

The selected priority theme

The priority theme water was selected and encompasses (i) the efficient use of water in climate smart agriculture (CSA) and (ii) improved access to water and sanitation WASH through good governance and sound technical management.

Analysis of the priority theme

Up to now, the agriculture sector makes up about 70 % of the total water consumption in the Palestinian Territories , and it represents by far the largest water consumer. Domestic consumption is around 27 %, while industry consumes around 3 %. Therefore, water for agriculture is a topic of great importance.

Water supply and sanitation in the Palestinian Territories are characterized by severe water shortage and are highly influenced by Israel. The water resources of the Palestinian Territories are fully controlled by Israel and the division of groundwater is subject to provisions in the Oslo II Accords. Generally, the water quality is considerably worse in the Gaza strip as compared to the West Bank. About a third to half of the delivered water in the Palestinian territories is lost in the distribution network. The lasting blockade of the Gaza Strip and the Gaza War have caused severe damage to the infrastructure in the Gaza Strip. Concerning wastewater, the existing treatment plants do not have the capacity to treat all of the produced wastewater, causing severe water pollution. The development of the water sector highly depends on external financing.

Stakeholder analyses revealed the following additional issues.

Institutional issues
- Education and training at post-secondary level in both water for agriculture as well as water and sanitation is poor and does not meet the requirements of the labour market.
- Water governance systems are poor. Although there is a water law, there is little law enforcement which has led to unpredictable situations.
- To set a bylaw (The Palestinian Territories Water Authority) for reuse of treated waste water from Nablus Waste Water Treatment Plant NWWTP and Hebron Waste Water Treatment Plant (HWWTP) " to be constructed in the south of The Palestinian Territories for agriculture and industrial activities.
- No platforms or mechanisms on water management are available

- Sharing of information on water is not well developed.
- There is a lack of water information databases, systems.
- There is little coordination or collaboration between water stakeholders in The Palestinian Territories.
- Lack of incentives and opportunities by public sector stakeholders to develop knowledge and practical skills in water subjects.
- There is a lack of specialized water training centers.

Technical issues:
- Water and sanitation WASH and efficient use of water for agriculture are linked in The Palestinian Territories.
- There is water shortage in the Palestinian Territories, and a limited reuse in agri-water harvesting.
- Irrigation scheduling is inefficient, due to the use of time units instead of volumes in metric units.
- There are problems in water production related to knowhow in crop water requirement.
- There is lack of farmers awareness on water use.
- Poor knowledge of technical problems such as saline intrusion, water pollution, etc.
- WASH water conveyance systems are poor.
- Good WASH at household urban level and poor water supply in rural areas.
- Research in water is often not used to solve problems (lab to field challenges).
- Better re-use and management of treated waste water from Nablus water treatment plant (NWWTP), especially in the north of the Palestinian Territories where the treatment plant is located, and no need to transport the treated water to other remote areas.
- Follow up and monitoring for the product at the market not full covered, hence there are re-use for agriculture product of the gray water in rural area.

Outstanding issues:

- Enhanced policy dialogue with water stakeholders, including policy briefs and research centers at the universities and NGOs.
- Determine the status of water rights in The Palestinian Territories both legally and technically and find possible solutions for the obstacles that are affecting the development of the water sector.
- Water and sanitation WASH and efficient use of water for agriculture are linked in The Palestinian Territories.
- To bridge water supply demand and encourage water harvesting and water re-use.
- To set up a system for crop water requirements.
- Set up SMART Water Monitoring using best management practices .
- Include documentation and know how dissemination also taking into account local water knowledge and practices.
- Set up innovative applied research centers on soil, water, SMART tech and biodiversity.
- Development of a system to transfer practical research to field level solutions at different locations in the Palestinian Territories.
- Development of capacity in the field of personnel in agro-productivity and other field

related to the applying of technologies improving the efficient of water use.

The Netherlands Representative Office NRO's objectives in the field of post-secondary education, relevant to the priority theme

Main NRO priorities related to water:
- Water governance and management strengthened through (1) wastewater performance monitoring, (2) wastewater tariff adjustments and (3) (waste)water governance and integrity assessment.
- Cross-border wastewater pollution control improved by joint cooperation and mutually agreed principles between Israeli and Palestinian stakeholders on the discharge of wastewater.
- A mapping exercise in Gaza completed to identify short and medium-term actions in the field of water and energy to promote a more holistic approach by the Palestinian Water Authority.

The second phase of Palestinian-Dutch Cooperation in water PADUCO has started late 2017. 'The new phase focuses on applied research with immediate impact. 'The program will address both water quality and water quantity in the Palestinian Territories. Special reference is made to industrial wastewater treatment and reuse and to safeguarding water availability.' Similar to the first phase, all the projects and activities of PADUCO are carried out in collaboration with the Palestinian and Dutch governmental and non-governmental organizations. Moreover, PADUCO includes more companies as the project partners and no longer focuses solely on the West Bank. 'This second phase of the program will also be active in the Gaza Strip. Apart from the University of Twente, PADUCO partners are Delft University of Technology, UNESCO-IHE, Wageningen University, Birzeit University, Al-Quds University, An-Najah National University, The Palestinian Territories Polytechnic University and The Palestinian Territories Technical University Khadoorie. Gaza partners will be selected once collaboration with PADUCO becomes feasible in terms of accessibility of Gaza for Palestinian and Dutch partners.

The education and training gap in the priority theme

Structure and current status of the provision of post-secondary education in the priority theme selected

In 2014 the new Water Law was enacted which establishes mandates and responsibilities of key sector institutions/stakeholders including the Palestinian Water Authority (http://www.pwa.ps/userfiles/server/policy/Policy%20-%20English%20-%20Final.pdf), the Water Sector Regulatory Council as well as the National Water Company, Regional Water Utilities and the Water Users Associations that still need to be established. Other important stakeholders are: Environmental Quality Authority (EQA), Ministry of Agriculture, Ministry of Local Government MoLG (including Local Government Units), Ministry of Planning and Administrative Development (MoPAD), Ministry of Public Works and Housing (MoPWH), National Water Council (NWC) Regulatory Water Council, West Bank Water Department, the Environment Quality Authority and the Palestinian Energy and National Resources

Authority, he Palestinian Union of Water Service Providers and its members and last but not least non-governmental and civil society organizations (NGOs/CSOs).

The Palestinian Water Authority PWA regulates integrated and sustainable asset management of water resources, protection and preservation by ensuring a balance between quantity and quality of available water for agriculture, private and industry use.

The capacities of the PWA need to be enhanced to implement the water law and achieve the targets set out in the water policy and water strategy, to make effective and efficient use of increased investments, and to maintain the existing and new infrastructure. In its Capacity Development Policy and Strategy of the Water Sector (http://bit.do/cap-Dev-water-sector) mention is made by PWA regarding the apparent lack of qualified professionals in the water sector. The strategy *mentions* national and international financing organizations partnering with capacity development service providers, targeting a wide range of stakeholders, ranging from water leaders through formal tertiary education to the general public through informal water education so called water literacy. These capacity development service providers include universities, research institutes, polytechnics, technical colleges, industrial secondary schools, vocational training centres, but also donor organizations, national and international NGOs, UNWRA, community based organizations, and national and international private sector organizations.

Analysis of the education and training gap for the priority theme
The analysis is based on stakeholder workshops and field visits to public sector and educational institutions.

- Higher education does not meet the demand of the water sector. Higher education in water is too theoretical, too monodisciplinary and does not match the needs of the water sector.
- There is a gap between theoretical (sometimes inappropriate) knowledge and often serious absence of practical professional skills of graduates (BSc and MSc alike).
- Long term planning and coordination on curricula development and research of universities and vocational schools to match the needs of the water sector is missing
- There are limited practical and on the job training opportunities for students and professionals to acquire labour market relevant skills in the water sector.
- Higher education institutions in the Palestinian territories produce a constant inflow of trained professionals for the water sector. There are 8 institutions of higher education operational in the sector. However most of their courses have very limited opportunities for practical experience leaving graduates without skills required by employers or lacking the ability to start their own businesses.
- There is a need to formalize and standardize water education and training in such a way that the desired outcome matches the needs of the market.
- It is increasingly recognized that technical skills also need to be complemented by soft skills, business development and management skills.
- Water professionals need to refresh and expand their knowledge and skills through regular refresher training. Training institutions should cater to this demand as well.
- There is a definitive need for improved management capacities mainly for water service providers WSPs covering a range of areas from software skills, project cycle management, to customer relations, advocacy and financial skills.
- Other water sector stakeholders such as community based organisations, NGOs, cooperatives and lower governmental organizations such as village councils would also benefit from increased capacities in the same areas.

- Specific technical skills that were identified as lacking with regards to water service providers (WSPs)related mainly to water supply, operation and maintenance O&M, sewerage networks, wastewater and treated wastewater reuse, electrical installation.
- Qualification of private sector capacity development service providers is missing. This is necessary to ensure private sector participation in the water sector, a gap that is considered as one of the highest priorities by the water sector stakeholders.
- Lack of high tech tools to provide better education and training.
- Lack of capacity at universities in protecting water rights and accommodating international law.
- Lack of master and PhD graduates who can teach water management.
- Long term planning and coordination on curricula development and research of universities and vocational schools to match the needs of the water sector is missing.
- Lack of an internship model whereby students gain practical experience and training at the institutions in relation to agriculture and water.
- There is limited water information system that can be used for education and training purposes
- Water documentation and investigation transfer (also local knowledge) into education is needed
- Building up capacity of *key change agents*, *institutions and ministries* and NGO's in sustainable water for food security & water and sanitation management systems is needed. In particular it involves capacity building of the Palestinian Water Authority, the Water Sector Regulatory Council as well as the National Water Company, Regional Water Utilities and the Water Users Associations that still need to be established. Other important stakeholders are: Environmental Quality Authority (EQA), Ministry of Agriculture, Ministry of Local Government MoLG (including Local Government Units), Ministry of Planning and Administrative Development (MoPAD), Ministry of Public Works and Housing (MoPWH), National Water Council (NWC) Regulatory Water Council, West Bank Water Department, the Environment Quality Authority and the Palestinian Energy and National Resources Authority, he Palestinian Union of Water Service Providers and its members and last but not least non-governmental and civil society organizations (NGOs/CSOs).

V.   Envisaged Theory of Change and outcomes

Based on the analysis of needs of the education sector and the consultations with the stakeholders, a theory of change for the Palestinian Territories in water has been formulated. This ToC is based on the general OKP ToC and describes the way the OKP programme will contribute to the Dutch development cooperation 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 the Ministry of Foreign Affairs (https://www.dutchdevelopmentresults.nl/theme/).

The OKP programme in the Palestinian Territories aims at the following outcomes and impact: The OKP programme contributes to the efficient use of water in climate smart agriculture CSA and improved access to water and sanitation WASH through good governance and sound technical management (SDG6).

The following long-term impact will be aimed at:
1. Water is used sustainably and equitably, ensuring the needs of all sectors and the environment

2. Water efficiency in agriculture is increased;
3. People use safe drinking water and adequate sanitary facilities.

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 Palestinian territorial / regional specific labour market needs & aiming at inclusiveness);
  B.   Enhanced knowledge and skills of individuals and organisations in line with Palestinian territorial / regional specific labour market needs & aiming at inclusiveness (in partner countries and in the NL).

Education and Training Programmes in (i) the efficient use of water in climate smart agriculture CSA and (ii) improved access to water and sanitation WASH through good governance and sound technical management are market oriented, successful in attracting male and female students and deliver graduates with knowledge, attitude and skills that meet the labour market needs.

Annex 4 describes the Theory of Change for Palestinian Territories.
Annex 5 provides an M&E matrix presenting the expected outcomes and connected indicators for the OKP country programme.

VI Articulation and calls

Nuffic will invite key organisations in Palestinian Territories to submit a proposal for capacity development that contributes to the ToC outcomes and impact as described in annex 4 and 5. Among these requesting organisations, one or more will be selected for OKP support in the form of short or longer cooperation projects, scholarships, group trainings or a combination. Nuffic may also organise open calls for joint proposals by consortia of Dutch and Egyptian requesting organisations.

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

1. partnership projects between TVET and higher education institutions locally and with the Netherlands.
2. Tailor-Made Training courses (TMT) for groups.;
3. individual scholarships for mid-career professionals.
4. Alumni events.

Nuffic will publish calls for institutional cooperation projects and group training. Based on those calls, key organisations in the Palestinian Territories 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 4 and 5. Please refer to the policy framework that underlies the OKP and

an explanation of the various modalities on our website:
https://www.nuffic.nl/en/files/documents/overview-of-okp-modalities.pdf.
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	13 September 2018
First call published	15 September 2018
Deadline call	November 2018
Selection partners	December 2018
Start of project in case joint proposals	January 2019

VII   Indicative budget for the programme

Period of implementation 2018 – 2022	Water
Institutional projects	2,000,000
Group training	400,000
Individual scholarships	600,000
Alumni events	PM
Total EUR	3,000,000

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.

OKP promotes co-funding and matching of funds. Palestinian Territories is classified by the OECD as a Lower Middle Income Country LMIC. Proponents applying for Tailor-made Trainings and Institutional Partnership projects are encouraged/required to include co-financing in their proposals. This will contribute to reciprocity and ownership of results established within the collaboration between all partners. Integration of co-financing in the breakdown of budgets will be one of the assessment criteria in the selection of proposals. For Palestinian Territories, Nuffic will introduce a minimum level of co-financing as mandatory for applications as follows:

Lower Middle Income Country LMIC -Palestinian Territories	2018	2019	2020	2021	2022
% of co-financing	5%	10%	15%	15%	15%

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

VIII Coordination with other programmes

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.

The NRO is part of the Water Sector Working Group (WSWG) and the OKP programme on water will be part of the overall Dutch input in water and will be coordinated within this group to avoid duplication or conflicts of interest.

The main purpose of the WSWG is to act as a forum for information-sharing and coordination between donors and the Palestinian Authority related to water and sanitation as well as the priorities and strategies of relevant PA institutions in this sector. This group covers issues such as water supply (water resource development, bulk water supply, local distribution networks) and water quality (waste water collection and treatment).

The key functions of the WSSG are as follows:
- assist donors in aligning assistance in relation to national plans and strategies for the sector;
- support the development and updating of sector strategies within the framework of national plans and budgets;
- coordinate and harmonize donor assistance to prevent duplication;
- carry out coordinated and strategic dialogue with the purpose of identifying PA priorities and the readiness/availability of the donor community to fund related programmes;
- function as the main source of information for needs and achievements, donor funding and gaps in water and sanitation;
- develop joint indicators and sector reviews for sector monitoring and programme-based approaches.

The WS SWG reports to the Infrastructure Strategy Group (ISG) on a regular basis.

Membership in the group is limited to relevant donors and other institutions (e.g. relevant non-governmental organizations) who can add substantial financial or analytical value, as well as relevant PA institutions.

Composition
Co-Chairs: Palestinian Water Authority (PWA) and Germany
Technical Advisor: World Bank
Members:
PA institutions: Environmental Quality Authority (EQA), Ministry of Local Government (MoLG), Ministry of Planning and Administrative Development (MoPAD), Ministry of Public Works and Housing (MoPWH), National Water Council (NWC)
Donors:
Austria, Office of the European Union Representative (EUREP), Finland,
France, Japan, Sweden, the Netherlands, United Nations Children's Fund (UNICEF), United States Agency for International Development (USAID)
Observer:

Office of the Quartet (OQ)
Secretariat:
Local Aid Coordination Secretariat (LACS)

### IX.	Monitoring programme progress

The organisations taking part in the OKP programme are asked to report on the progress of their projects and scholarships using a Results Oriented Monitoring tool. They will also record their successes and setbacks so that lessons can be learned from them as part of an organisational learning approach.

Nuffic will monitor and evaluate the OKP at programme level and will regularly discuss progress with EKN and other stakeholders, especially regarding the progress achieved related to the outcomes indicated above and the successes and failures, together with suggestions for remedying setbacks and, if possible, redefining strategies and adjusting forecasts in line with the targeted outcomes.

If necessary, for example in the event of major changes, Nuffic will discuss proposed adjustments to the CPI with the embassy and other stakeholders which may lead to an adjusted CPI.

Annexes

Annex 1.	Brief presentation of the OKP programme

Annex 2.	NICHE & NFP

Annex 3	The description of the identification process

Annex 4.	Theory of Change for the OKP programme in the Palestinian Territories

Annex 5.	 Monitoring and evaluation framework

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 improved alumni administration, attention to inclusion and diversity and a stronger focus on cooperation between knowledge institutions, communication and impact measurement.

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 main objective is to **develop the capacity, knowledge and quality of both individuals and institutions in the field of higher and professional education**, in line with the priority themes for the country or region concerned and focusing on inclusive development. Subsidiary to this main objective, the programme has the following associated objectives:

- Strengthening the links between people and organisations in low and middle income countries through study programmes or collaboration projects as an instrument for achieving the objectives in the economic, political, cultural or other policy fields within Dutch foreign policy.

- Strengthening Dutch education through international development of knowledge.

Reference is being made to the Theory of Change for the OKP programme.

The programme applies three instruments and a cross cutting issue:

- Individual scholarships for updating the skills of professionals already in employment in target countries through programmes in the Netherlands.

- Group training programmes.

- Collaboration projects between knowledge institutions focusing on sustainable improvement of higher and professional education capacity.

- Cross cutting alumni activities to create 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.

In the Palestinian Territories the three instruments and the cross cutting issue will be offered as 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 higher and professional education and knowledge institutions in the South. This means that Southern partners play an active role in the design of collaboration projects, both as submitters and as reporters of progress. The new programme will also provide more opportunities for the joint financing of scholarships, training programmes or projects with the Southern region partners, reinforcing ownership and involvement.

- Flexibility:

  This concerns flexibility in implementing the programmes as far as themes, countries, duration and financing methods are concerned, depending on the demand and the context. Flexibility is also required in any modifications that need to be made in response to changes in the context within which the programme is implemented.

- Demand-driven approach:

  Is key with regard to ownership, sustainability and the efficient use of resources. Important components include collaboration between Southern and Northern institutions, a comprehensive analysis based on available knowledge and reports, and the use of alumni.

- Complementarity:

  The Knowledge Development Programme must be closely aligned with other centralised and decentralised programmes.

- Co-financing:

  Co-financing is an important starting point for the program and is obligatory. This contributes to reciprocity and increases the ownership of cooperation. Co-financing can involve public or private funds. A contribution with public funds is defined as: a contribution - in cash or in kind - to a Nuffic-funded program or project financed directly or indirectly through State resources. State resources include all public sector resources, including resources of decentralized (decentralized, federated, regional or other) levels of government and, in certain circumstances, resources from private bodies. Public funds from the Ministry of Foreign Affairs (including the posts) are not accepted as co-financing. Private means are seen as all means - in kind or in money - that are not state resources.

- 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 NICHE and NFP

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NICHE

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Number/Subject Area	Title project//outputs/policy Outcome
PAA 233 Food security 2,198,728 2-3-2015 to 1-3-2019 Al Quds(lead), An Najah, Hebron Univ, Khaddorie, Jericho Maastricht School of Management (MSM) lead with Aeres Group	**Strengthening innovation processes through Higher and Professional Education in Food Security, Agriculture and Rural Development** *Outputs* 1. Universities operate adequately, sustainably, and gender sensitively as a cluster of academic institutions and separately, given the regional and international challenges. . Universities deliver gender sensitive, demand driven education and training in food and agribusiness and rural development. 3. Universities carry out gender sensitive, demand driven applied research in food and agribusiness and rural development. 4. Universities promote the importance of food & agribusiness and rural development including gender dimensions involving private and public sector stakeholders of the labour market and alumni. *Policy Outcome* At the end of the project, the faculties of agriculture of the four universities will have the academic and organisational capacity to deliver, implement and maintain academic programmes in food & agribusiness and rural development that delivers graduates and research results that respond to the needs of men and women as well as to demands the labour market
PAA 242 Security and Rule of Law 1-6-2015 to 31-5-2019 2,349,732 An Najah (lead), with Al Quds Birzeit, Hebron and PJI Centre for International Legal Cooperation CILC (lead with VU university Amsterdam and Utrecht University	**Capacity Development in Higher Legal Education** *Outputs:* 1.0. A plan to apply the 5C model to the organisational and educational improvement strategies 1.1. Curricula and course units/ manuals (including gender issues and new topics to be defined) revised/developed, approved and implemented by the 4 universities in collaboration with main stakeholders 1.2. More profession oriented teaching methodologies implemented 1.3.Competencies/ qualifications of academic and administrative staff enhanced 1.4 Research capacity and output enhanced 1.5.Infrastructure/ resources enhanced to facilitate quality education and research 1.6.Key administrative management systems (including financial management) enhanced 1.7. Institutional Quality Assurance systems enhanced and aligned 2.1. Labour market survey procedures and instruments developed and survey executed 2.2. A unified internship for PBA developed and implemented

	2.3. PJI revised and completed its training curriculum and upgraded its organisational capacity
	2.4. A platform for the universities and labour market stakeholders established and in use
	3.1. Collaboration is established between the project beneficiary institutions and Gaza Faculties of Law
	Outcome
	Improved access to justice and rule of law leading to a safe and secure Palestinian Territories.

Tailor Made Training	Requesting organisation	Dutch institution	Subject	Policy theme	Costs	Co-financed
2015	Juzoor Foundation for Health and Social Development	BE Link Consultancy	Nutrition and Health Behavior for Food and Nuttrition Security	Food Security	€ 74.861	
2015	Palestinian Hydrology Group	Bontemantel B.V.	Innovative Approaches to Participatory Water Resources Management facing Climate Change Responsibilities	Water and sanitation	€ 75.000	
2016	Juzoor Foundation for Health and Social Development	BE Link Consultancy	Effective Monitoring and Evaluation (M&E) for a greater result and impact	Food Security	€ 74.208	
2016	National Agricultural Research Center	Maastricht School of Management	Strengthening the Capacity of the National Agricultural Research Centre	Food Security	€ 74.638	
2016	Ministry of National Economy	Maastricht School of Management	Promoting Palestinian Women's Entrepreneurship Development and Gender Equality (PPWED&GE)	Private Sector Development/Entrepreneurship	€ 69.987	
2017	The Palestinian Territories Trade Center	Maastricht School of Management	Enhancing Entrepreneurial Eco System at PalTrade	Private Sector Development/Entrepreneurship	€ 69.618	
2017	Palestinian Farmers Union	BE Link Consultancy	Improving farmer's performance and business relations to create a sustainable agribusiness (value-chain) in order to improve food security in The Palestinian Territories	Food Security	€ 74.360	€ 3.500
Total					€ 512.672	€ 3.500

Annex 3 Description of the identification process

A stakeholder workshop was held followed by field visits to educational institutions, ministries and an NGO, in order to obtain the information below.

Within the framework of development cooperation, the Netherlands and The Palestinian Territories have for many years collaborated in water management.
Up to now, the agriculture sector takes up about 70% of the total water consumption in the Palestinian Territories, and it represents by far the largest water consumer.
Domestic consumption is around 27% while industry consumes around 3%. therefore, water for agriculture is a topic of great importance. In addition water supply and sanitation in the Palestinian territories is characterized by severe water shortage and is highly influenced by the Israeli occupation.

Key Questions

1. *What is the current situation regarding efficient use of water (especially in agriculture) and improved access to water and sanitation through good governance and sound technical management (institutional and technical issues) and what should be the ambition in the next 4-8 years*?
    - First and foremost the search is for sustainable solutions especially given the dependence of The Palestinian Territories on Israel regarding water issues and this should be taken into account when designing the OKP programme.
    - The Israeli occupation put pressure on any activities related to water in the Palestinian Territories.

    Institutional issues
    - Water governance systems are poor. Although there is a water law there is little enforcement which has led to unpredictable situations.
    - To set a bylaw for reuse of treated waste water from NWWTP and Hebron Waste Water Treatment Plant (HWWTP) "to be constructed in the south of The Palestinian Territories", in agriculture and industrial activities.
    - No platforms or mechanisms on water management.
    - Sharing of information on water is not well developed.
    - There is a lack of water information databases, systems.
    - There is little coordination or collaboration between water stakeholders in The Palestinian Territories.
    - Lack of incentives and opportunities at public sector stakeholders to develop knowledge and practical skills in water subjects.
    - There is a lack of specialized water training centres.

    Technical issues
    - Water and sanitation WASH and efficient use of water for agriculture are linked in The Palestinian Territories.
    - There is water shortage in The Palestinian Territories, and limited reuse in agri-water harvesting.
    - Irrigation scheduling is inefficient due to use of time units instead of volume metric units.
    - There are problems in water production in terms of knowledge in crop water requirement.

- There is lack of farmers awareness on water use.
- Poor knowledge of technical problems such as saline intrusion, water pollution etc.
- WASH water conveyance systems are poor.
- Good WASH at household urban level and poor water supply in rural areas.
- Research in water is often not used to solve problems (lab to field challenges).
- Better reuse and management of the treated waste water from Nablus water treatment plant (NWWTP), especially in the north of The Palestinian Territories where the treatment plant is located, and no need to transport the treated water to other remote areas.
- Follow up and monitoring for the product at the market not full covered, hence there are reuse for agriculture product of the grey water in rural area.

Ambition in the next 4-8 years:

- Enhanced policy dialogue with water stakeholders, including policy briefs and research centres at the universities and NGOs.
- Determine the status of water rights in The Palestinian Territories both legally and technically and find possible solutions for the obstacles that are affecting the development of the water sector.
- Water and sanitation WASH and efficient use of water for agriculture are linked in The Palestinian Territories.
- To bridge water supply demand and encourage water harvesting and water reuse.
- To set up a system for crop water requirements.
- Set up SMART Water Monitoring using best management practices .
- Include documentation and know how dissemination also taking into account local water knowledge and practices.
- Set up innovative applied research centres on soil, water, SMART tech and biodiversity.
- Development of a system to transfer practical research to field level solutions at different location of The Palestinian Territories.
- Development of capacity in the field of personnel in agro-productivity and other field related of the applying technologies to improve the efficiency of water use.

2. *Which themes within efficient use of water (especially in agriculture) and improved access to water and sanitation through good governance and sound technical management including water management transformations (linked to agricultural restructuring, professionalization and livelihood changes will really make a difference in improving agriculture and water & sanitation, in The Palestinian Territories.*

- Capacity building in water productivity and efficiency i.e.:
  - Rain water harvesting
  - Crop water requirements
  - Best agricultural water management practices SMART farming

- Climate smart agriculture CSA
- SMART monitoring program for fertilizer, weather and metrological parameters.
- Smart Water System (SWS) which enables agencies such as PWA and water service provider to enhance the management of the water supply network efficiently

- Capacity building in water innovations for pollution, prevention, research application & environmental integration i.e.
  - Efficient integrated waste water management at urban household and rural level
  - Food, water energy nexus
  - Reclaimed Water reuse for cash crops
  - Socio-economic aspects of agro-products.
  - Field adaptation for the research and lab studies.
  - Integration of reuse of waste water from waste water treatment plants in the industry for cooling purpose such as in stone and marble industry.

- Capacity building in water law and the enactment and enforcement of the 2014 water law.

3. *What structural education/training challenges are there in vocational and university education in water ?*
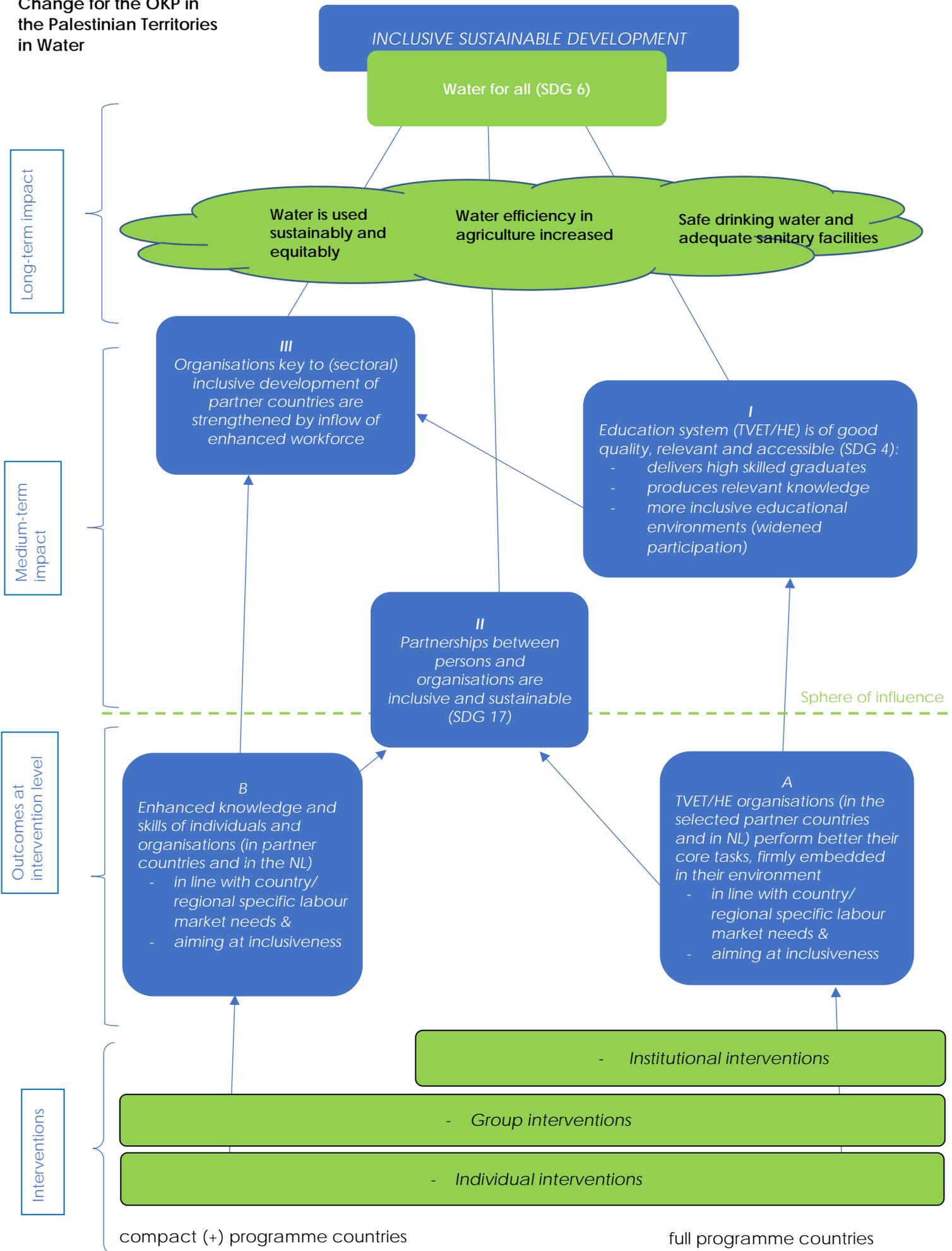
- Higher education in water is too theoretical, too monodisciplinary and does not meet market demand or match the needs of the water sector stakeholders.
- There is a gap between theoretical (sometimes inappropriate) knowledge and often serious absence of practical professional skills of graduates (BSc and MSc alike).
- Lack of high tech tools to provide better education and training.
- Lack of capacity at universities in protecting water rights and accommodating international law.
- Lack of master and PhD graduates who can teach water management
- Long term planning and coordination on curricula development and research of universities and vocational schools to match the needs of the water sector is missing.
- There are limited practical and on the job training opportunities for students and professionals to acquire labour market relevant skills in the water sector.
- Lack of an internship model whereby students gain practical experience and training at the institutions in relation to agriculture and water.
- There is limited water information system that can be used for education and training purposes
- Water documentation and investigation transfer (also local knowledge) into education is needed

4. *In what can OKP contribute to addressing these challenges ?*

Development of improved study programmes that meet market demand in both WASH and efficient water use for CSA at all universities involved in water education in both the Westbank and Gaza. The Palestinian territories Orange Knowledge Water Education Programme (POKWEP) can complement PADUCO with an interlinked programme with components such as:

o Establish an outreach programme for students as part of water study programmes
o Include remote sensing, water apps and SMART monitoring online to improve educational programmes. Smart Water System (SWS) which enables agencies such as PWA and water service provider to enhance the management of the water supply network efficiently
o Development of an internship model at universities whereby students gain practical experience linking it to private, public sector ministries of education, agriculture, environment, NGO's i.e. UAWC and professional organisations i.e. The Engineers Association operating in the water sector at local level or internationally
o Setting up a water and reclaimed water documentation and investigation centre at the national level.
o Create a discussion platform and research centres to exchange experience, knowledge and best practises in the realm of water rights and management between policy-makers, scholars, researchers and NGOs
o Staff exchange programme between Palestinian and Dutch water education institution professionals.
o Development of innovative applied joint research for water professionals
o Scholarships for water professionals.
o Tailor made training on specific water subjects not only for water education institutions but also for ministries, professional organisations and NGO's such as the PWA and the Ministry of Education, Ministry of Agriculture and the Environmental Quality Agency EQA, The Engineers Association and the Union of Agricultural Work Committees UAWC.

Annex 4 Theory of Change for the OKP in the Palestinian Territories in Water

INCLUSIVE SUSTAINABLE DEVELOPMENT

Water for all (SDG 6)

Long-term impact

Water is used sustainably and equitably

Water efficiency in agriculture increased

Safe drinking water and adequate sanitary facilities

Medium-term impact

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

I
Education system (TVET/HE) is of good quality, relevant and accessible (SDG 4):
- *delivers high skilled graduates*
- *produces relevant knowledge*
- *more inclusive educational environments (widened participation)*

II
Partnerships between persons and organisations are inclusive and sustainable (SDG 17)

Sphere of influence

Outcomes at intervention level

B
Enhanced knowledge and skills of individuals and organisations (in partner countries and in the NL)
- *in line with country/ regional specific labour market needs &*
- *aiming at inclusiveness*

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*

Interventions

- *Institutional interventions*

- *Group interventions*

- *Individual interventions*

compact (+) programme countries

full programme countries

Annex 5. Monitoring and evaluation framework

- This matrix is intended to make clear that all water interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Dutch Ministry of foreign affairs (https://www.dutchdevelopmentresults.nl/theme/water);
- It is important to be aware that this matrix is subject to adjustments, in line with the Dutch development policy;
- When designing an OKP intervention, projects have to **contribute at least to one long term impact**;
- The **indicators in bold** are compulsory;
- Nuffic is currently developing an online instrument based on this matrix intended to facilitate the monitoring and evaluation of OKP projects;
- When calls for proposals will be published per country, this matrix can be made more specific by focussing on specific long-term impact or choosing more compulsory indicators, depending on the country focus.

Monitoring & Evaluation Framework for Water

Objective: Contribute to ensuring availability and sustainable management of water and sanitation for all (SDG 6) through the strengthening of capacity, knowledge and quality of individuals as well as organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE) in OKP partner countries.			
Long-term impact at programme level (link with Water ToC)			
Long term impact	Long term impact indicator	Medium-term indicator (at country level)	Outcome indicator (at project level)
1. Water is used sustainably and equitably, ensuring the needs of all sectors and the environment	Number of people having enough water of good quality throughout the year	– number of river basin delta organisations supported on water management (indirectly) – number of professionals trained in water management (indirectly) – number of people benefitting from operational plans for integrated water resources management of basins (indirectly) – area of basins with an operational plan for integrated water resources management (indirectly) – number of people supported for protection against floods (indirectly) – number of people supported for improved irrigation and drainage (indirectly) – number of people supported for improved watershed protection (indirectly) – number of people supported for safe drinking water and adequate sanitary facilities (indirectly)	– number of river basin delta organisations supported on water management (directly) – number of professionals trained in water management (directly) – number of people benefitting from operational plans for integrated water resources management of basins (directly) – area of basins with an operational plan for integrated water resources management (directly) – number of people supported for protection against floods (directly) – number of people supported for improved irrigation and drainage (directly) – number of people supported for improved watershed protection (directly) – number of people supported for safe drinking water and adequate sanitary facilities (directly)

2. Water efficiency in agriculture increased	Change of crop yield per unit of water used over time (SDG 6.4.1)	– number of institutions indirectly benefiting from innovative and efficient water allocation methodologies which increase crop yield – number of associations, water users organisations and number of their professionals indirectly trained in applications in water-efficiency ranging from crop selection to irrigation scheduling etc,. – number of institutions that use the FAO AQUASTAT database to measure water productivity (indirectly). – number of 'ready-to-use' applications for farmers and policy officers are developed and distributed (indirectly) – number of farmers with a higher yield with the same amount of used water (indirectly)	– number of associations, water users organisations and number of their professionals directly trained in applications in water-efficiency ranging from crop selection to irrigation scheduling etc,. – number of institutions that use the FAO AQUASTAT database to measure water productivity (directly). – number of 'ready-to-use' applications for farmers and policy officers are developed and distributed (directly) – number of farmers with a higher yield with the same amount of used water (directly)
3. People use safe drinking water and adequate sanitary facilities	Number of people using safely managed drinking water and adequate sanitary facilities	– number of people trained in WASH (indirectly) – number of WASH organisations indirectly strengthened. – number of climate resilient drinking water points constructed (indirectly) – number of climate resilient sanitary facilities constructed (indirectly) – number of students / pupils benefitting from improved drinking water and sanitary facilities in schools (indirectly) – number of health centres with improved drinking water and sanitary facilities (directly)	– number of people trained in WASH (directly) – number of WASH organizations directly strengthened. – does this project use the DGIS-IGG sustainability tools – (clause, check, compact) – number of domestic financing mechanisms. – total amount of funds leveraged by third parties. – number of people with access to micro finance for WASH – number of climate resilient drinking water points constructed (directly) – number of climate resilient sanitary facilities constructed (directly) – number of students / pupils benefitting from improved drinking water and sanitary facilities in schools (directly) – number of health centres with improved drinking water and sanitary facilities (directly)

* Direct: target group who have been reached during project period by the new or revised outreach programme or have followed the new or revised curricula/short courses.

** Indirect: target group reached beyond the project period by graduates of the new or revised curricula/short courses.

Monitoring & Evaluation Framework for Capacity Development related indicators for all themes:

Medium-term impact	Indicator
I. Education system (TVET/HE) is of good quality, relevant and accessible **- delivers high skilled graduates** **- produces relevant knowledge** **- more inclusive educational environments (widened participation)**	➔ *Education* - **number of knowledge institutions that perform better** - **number of graduates (self) employed (male/female)** - number of jobs supported/created - number of revised/newly developed curricula in NL and/or Southern partner organisation that integrate research results - number of knowledge institutions with an increased participation of students from minorities - education system represents needs of labour market/gender - graduate satisfaction (employed/non employed/self-employed) (male/female) - **employers' satisfaction over the graduates' skills and knowledge** ➔ *Research* - number of research results/contributions translated into policy advice at national, regional or local level ➔ *Society* - **number of beneficiaries reached with knowledge, skills and techniques (indirectly**)** - number of services to community (indirectly**) - number of businesses co-investing in activities - number of improvements in (inter)national policies/laws (indirectly**)
II. Partnerships between persons and organisations are inclusive and sustainable	- **number of MoUs or other types of formal collaboration agreements exist 1, 3, 5 years after end of project** - number of joint (research) proposals submitted and financed - number of joint publications - number of joint/double degrees offered - **number of academic staff of partner country still cooperates with academic staff of other education organisation(s)** - number of scholarship holders that became members of the alumni association of their host university (of applied sciences) (male/female) (NL/other) - number of Dutch training education organisations that have improved their training methods - number of staff of Dutch training education organisations that have gained new insights and ways of working
III. Organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce	➔ *Individual* - **% of alumni who state that they have applied in their workplace the knowledge and skills gained from the interventions** - % of alumni promoted to more strategic positions within their own organisation or other organisation - narratives from alumni on policy and procedural changes, inclusive development, and innovations as a result of interventions ➔ *Organisational* - % employer satisfaction on suitability of the training for the organisation - **% of alumni still employed by the organisation that nominated them** - **% employers that states that their department/organisation has become more effective because of OKP intervention** - % of alumni who have applied the acquired knowledge and skills within their working environment

| | | - testimonials from employers on organisational changes (implemented procedure/techniques, work ethic etc. due to trained staff (critical mass) |

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**   Indirect: target group reached beyond the project period by graduates of the new or revised curricula/short courses.

Outcomes at project level	
Outcome	**Indicator**
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	➔ *Education* - **number of knowledge institutions supported directly** - increased participation of students from minorities - **number of teachers/ trainers have gained qualitative and relevant knowledge and skills to develop and offer the revised/developed study programmes (# trainers trained, male/female/minorities/PhD/MSc/short training)** - number of graduates delivered (male/female/minorities degree/non-degree) (directly*) - number of curricula for degree, non-degree and short courses revised/newly developed - number of students enrolled in revised/newly developed study programmes (male/female) - student satisfaction (male/female) ➔ *Research* - number of research strategies/agenda/methodologies revised/strengthened and implemented - number of relevant publications (level, gender, inclusion) - number of relevant innovations ➔ *Society* - number of beneficiaries reached with knowledge, skills and techniques (directly*) - number of MoUs or other types of collaboration agreements signed (education, private, public, surrounding community) (in NL, own country, other country) - number of students performing an internship or practical work (male/female) - number of SMEs supported - number of improvements in (inter)national policies/laws (directly*) ➔ *Organisational* - **improved gender equality and gender awareness in the knowledge institution** - number of organisations revised/developed and implemented a strategic plan - number of organisations revised/developed institutional mechanism for quality assurance - number of organisations with a revised/developed system to registrate and monitor its alumni - number of organisations have developed and implemented a system to regularly survey the satisfaction of students, short courses participants, graduates and/or employers - number of laboratories established/strengthened - number of libraries/resource centres established/strengthened - % of men and women in management of faculty/department - % of men and women of teaching staff of faculty/department - number of organisations with improved policies or procedures to encourage access to education of minorities - **diversity in management and teaching staff (i.e. balance junior/senior staff, women/men, minorities)** - number of organisations with policies and procedures to ensure an environment which is gender sensitive - number of organisations with policies and procedures to ensure an environment which is conducive for minorities

Outcomes at scholarship level	
B. Enhanced knowledge and skills of individuals and organisations (in partner countries and in the NL) in line with country/regional specific labour market needs & aiming at inclusiveness	➔ *Individual* - **number of scholarship holders that have successfully completed course/training (level/male/female/minorities)** - % scholarship holder's/alumni satisfaction - % of scholarship holders/alumni employed post-study within region and same employer (men/women) - % of scholarships awarded to women - % of scholarships awarded to minorities - % of quota for scholarships for women - % of quota for scholarships for minorities - number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of female candidates - number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of minorities - % alumni who state that they have acquired new knowledge and skills; e.g. problem solving, effective communication - % alumni who are promoted to a more strategic position post-study - changes in personal, academic and professional attitudes and attributes through training and education programmes - improved gender equality and gender awareness in the workplace ➔ *Organisational* - **number of organisations strengthened by individual and/or group training (private/public)** - % of alumni who have applied the acquired knowledge and skills within their working environment - employers satisfaction on the added value of return scholars to the initial working environmental - number of organisations with institutional mechanism for quality assurance - number of organisations developed and implemented a gender strategy

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**   Indirect: target group reached beyond the project period by graduates of the new or revised curricula/courses.