Tailor-Made Training Plus

Joint Proposal Form  
**Orange Knowledge Programme**

January 2020

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| --- | --- |
| Title of the tailor-made training plus | Strengthening the capacity of (education) professionals working on Food and Nutrition Security (FNS) and efficient water management for Climate Smart Agriculture (CSA) with focus on innovation |
| Name of the (leading) requesting organisation and faculty/division that will receive the training | Ministry of Agriculture and water resources in Kurdistan region of Iraq |
| If applicable, name of other requesting organisations | Salahaddin University -Erbil and University of Kirkuk |
| Country | Iraq |
| Name of the Dutch provider and faculty/division *(the lead organisation in case of a consortium)* | Wageningen University |

**Part 1: TRAINING REQUEST (this part need to be completed by the requesting organisation)**

**1.1 Training relevance**

1.1.1 Explain briefly what your organisation does in the field of this requested training and what it wants to achieve:

**The College of Agriculture- University of Kirkuk**,

It was established in 2005. It is an educational institute that graduated hundreds of undergraduate and postgraduate students in the field of agriculture, field crops production, animal production, operate and maintain land, water resources, emphasising land use for agriculture and food security.

College of Agriculture -Kirkuk University works on:

1- Food and Nutrition Security in collaboration with 18 other agricultural state departments in Kirkuk. It shares awareness on the need to secure access to an appropriately nutritious diet and latest technologies used in developing this field.

2- International food safety and quality standards. Researchers are trying to address this within their projects with master, PhD, and individuals research proposals.

3- Curriculum development; new business models and technologies.

4- Developing profitable Small Farm Ideas for graduated students and local farmers, such as Bee farming, fish farming, and Micro greens farming.

5- Water management at farm, community and local government levels

6- The institute has impact at the community level in terms of leading meetings and conferences on educating local farmers in this field.

College of Agriculture -Kirkuk University want to achieve:

In order to fully achieve our goals, we need to overcome problems that face our staff in terms of capacity development to be able to adapt to the changes in the field of agriculture and water management. Due to the long cycle of political instability and insecurity, agriculture institutions in Iraq haven’t been able to keep up with international developments and expertise especially in water management and climate smart agriculture. The training will give the University and College of Agriculture a chance to catch up and be once more the knowledge hub for sustainable agricultural development in Iraq. The organisation aim to develop in:

1- Water management: Irrigation;

2- Water management at farm, community and local government levels

3- Curriculum Development; new business models and technologies in water management and CSA

4- Understanding the business case for CSA

5- Sustainable farm management models in CSA.

6- Effective teaching and learning methods

**The College of Agriculture Engineering Sciences - Salahaddin University- Erbil**

It is a Governmental Educational institute in Kurdistan Region of Iraq that graduated hundreds of undergraduate and postgraduate students in the field of agriculture. The College includes Eight academic department; (Field crops production, Soil and Water, Animal Resources, Fish Resources, Horticulture, Forestry, Plant Protection, and Food Technology).

The Kurdistan region is basically an agricultural region with a vast area of land and adequate water resources. The region is capable to producing enough food to provide its basic population need. However, Iraq and the Kurdistan Region in Iraq have become major importers of food over the last decades.

The agriculture and water resources sectors in the Kurdistan region, Iraq have suffered from a series of unfortunate damaging events as a result of war, political conflicts and harmful national and international polices.

The College of Agriculture Engineering Sciences, Salahaddin University- Erbil educate students (Undergraduate and Postgraduate) in different scientific programs regard in agriculture knowledge and its innovations aimed to provide science based practical steps to rehabilitate, improve and to sustainably develop agriculture and water resources in the region. The ultimate goal is to achieve food sufficiency and security for the region.

Natural resources especially soil and water have been and will remain an important component of not only the agro-ecosystem but also the biosphere. However, over the time, these resources have degraded and depleted over the time in the absence of their scientific and systematic management coupled with their non-judicious use.

The organisation aims to facilitate an improved understanding of the potential implications of climate change and adaptation options for agricultural water management and thereby assist policymakers in taking up adaptation challenges and developing measures to reduce the vulnerability of the farming sector to climate change.

**Ministry of Agriculture and Water Resources of Kurdistan Regional Government**

This organisation tries to gain the self-sufficiency in plant and animal production with consideration to scientific and effective use of under and surface water for this subject. The ministry attempt to:

1- Collaborate in Food and Nutrition Security sectors with all stakeholders at universities, private sectors, related organizations, and research institutions. We try to obtain the latest technologies to develop this sector.

2- Providing national food safety and quality standards to support our region

3- Creation of new business models and technologies

4- Developing profitable work for local Small Farm holders with taking consideration in protecting of water resource use.

5- Organizing of new water management systems

6- The ministry tries to raise the community level by leading meetings and conferences on training for our staff and local farmers.

7- The ministry attempts to fully achieve to overcome problems that face our staff in terms of capacity development to be able adapting with the changes in the field of agriculture and water management. Due to the long cycle of political instability and insecurity, agriculture section in KRG hasn’t been able to keep up with international developments and expertise especially in water management and climate smart agriculture. The training will give the Ministry a chance to catch up the knowledge hub for sustainable agricultural development in:

- Water resources management (surface and underground water as well as reservoirs)

- Using the new technologies in irrigation systems

- Training on the ways of protection and control of water from industrial and agricultural pollutants

- Training on high efficient use of water in agriculture sector and urban uses

- Developing new policy for water resource modelling and management

- Training on HIS (hydrology information system) for the ministry staff

- Sustainable farm management models in CSA

- Understanding the business case for CSA

- Effective Training in extension methods

1.1.2 Explain how the topic of the training is linked to the priority themes as mentioned in the Country Focus Document or the Country Plan of Implementation (CPI):

**The College of Agriculture- University of Kirkuk;** **The College of Agriculture Engineering Sciences - Salahaddin University- Erbil; Ministry of Agriculture and Water Resources of Kurdistan Regional Government**

The Country Plan of Implementation for Iraq is focused on food security and water management. Agriculture is an important sector in Iraq and many developing countries, providing huge employment opportunities to rural populations, and supporting them to achieve food and nutritional security goals. Training in these fields will help improve staff engagement, knowledge and increases their retention. The training has been designed to have a positive impact on efficiency, innovation and productivity in managing land and water resources, horticulture, CSA, and entrepreneurship and business development in agriculture in a way that ensure broad stakeholder participation in agriculture and water management planning and implementation fields.

1.1.3 Describe how the training contributes to the sectoral capacity needs in the priority themes as described above. Be specific on which problems or challenges will be addressed in the sector:

1- Expand knowledge and improve experiences in using Intelligence in the greenhouse and make food supply more sustainable, for example increasing yields by using less water at the same time.

2- Improve understanding and the application of principles and characteristics of wastewater treatment processes, like sedimentation and biological water treatment.

3- Improve entrepreneurship, business skills, and communication skills.

4- Enhance knowledge in water-efficient drip irrigation and Water-Efficient Agriculture /water application efficiency.

5- Development of the agricultural sector, especially horticulture in many aspects such as food and nutrition security, microgreens farming, and herb gardening.

6- How to investing in a commercial fruit and vegetables agribusiness.

7- Infrastructure and irrigation.

8- Gender issues in the fruit and vegetables sector.

9- Low cost and effective technologies in water management and water storage solutions.

10- Challenges of global warming and climate change would have to be met through the judicious application of water in agriculture through climate-smart water technologies.

An integrated approach needs to be implemented in agricultural water management through adoption of innovations such as water harvesting, micro-irrigation and resource conservation farming to increase water-use efficiency in agriculture and other critical services to humans and animals.

1.1.4 How has the need for the TMT+ been identified within your organisation? For example, have you conducted a needs assessment?

University of Kirkuk has conducted a need assessment and circulation report every 3 months on the strong and weak points within the water management, CSA and horticulture sectors along with other sectors that in the focus of the college of Agriculture in University of Kirkuk.

College of Agriculture Engendering Sciences, Salahaddin University-Erbil has done many researches on the water management, Crop production and climate change, CSA and horticulture sectors and Food Science and Nutrition along with other sectors that in the focus of the college. In addition, the College also done its first International Conference of Agri Science (6-7 November 2019) that latest researches that show the problems and development in agriculture sciences was illustrated.

The Ministry enhances the capacity building of staff and farmers on many aspects of agricultural sectors aiming towards food security, water management and climate changes. Throughout years of practical experiences, The ministry has concluded the need for such TMT+ to improve the performance of the ministry within the fast development in this sectors.

1.1.5 Explain briefly the knowledge and skill problems that prevent your organisation from performing well in this field:

**The College of Agriculture- University of Kirkuk**

1- Poor ability of individuals and groups to understand and transmit the main challenges in sustainable food, nutrition security and water management.

2- Poor background in CSA field and their modern application in rough environment such as Iraq.

3- Lack in technologies applied in the Water-Efficient Agriculture field.

4- Applying old and traditional methods for irrigation, and weak infrastructure in this sector.

5- Poor trade hub for horticultural products.

6- Poor background in applying techniques help in improving yields using less soil, less water, less fertiliser, lower CO2 emissions.

**The College of Agriculture Engineering Sciences - Salahaddin University- Erbil**

To tackle the challenges of increasing food production and improving rural livelihoods, necessary measures should be undertaken for effective water management in rain-fed and irrigated regions. An integrated approach needs to be adopted for agricultural water management through adoption of innovative technologies with national applicability, such as rainwater harvesting, sprinkler and drip irrigation, laser land levelling, floating agriculture, floating solar panels, resources conservation farming, conveyance of water through underground pipeline systems, etc.

**Ministry of Agriculture and Water Resources of Kurdistan Regional Government**

1- Deficiency in adapting CSA programs and innovation

2- Poor formulation of capacity building programme for water management, training and trainers so far.

1.1.6 Explain briefly how the TMT+ contributes to solving the knowledge and skill problems within the organisation as described above, and which subjects should be part of the TMT+:

The TMT+ will help in improving and developing the below points by providing training courses and live examples from other parts of the world:

Subjects should be part of the TMT+:

- Effective technologies in water management.

To promote the adoption of climate-resilient strategies, we need to facilitate the transfer of climate water-smart technologies from developed to developing countries.

- Relevant processes in protected cultivation ranging from plant physiology to economics.

- Learn how new technologies can affects climate management, crop production and resource use efficiency.

- Along with technological innovations, increased farmer awareness and the necessary policy support (e.g., water pricing and changes in water entitlements, etc.) will be essential to achieving the objectives.

-Improve the skills of universities academics and the extension agents of MoA&WR to apply the knowledge to quantitatively address decisions about climate management, crop cultivation and nutrition.

- Improve entrepreneurship and agriculture business skills.

- Education for sustainability, gender and diversity enhancement.

- investing in a commercial fruit and vegetables agribusiness.

**1.2 Staff to be trained**

1.2.1 Explain which staff members you will be proposing for the TMT+ and which criteria have been used to make the selection:

Staff members you will be proposing for the TMT+

1- Researchers

2- University Staffs who are working on projects similar to training objectives and themes.

3- Professional/extension agents of the ministry of Agriculture and water resources in KRG

Criteria have been used to make the selection

1- Candidates include those with a demonstrated ability to manage, mentor and grow others and a proven track record of success at the University.

2- Staff working on the development of water management, CSA, horticulture sector.

3- Current job duties of the candidate and her/his ability to apply what being learned.

1.2.2 The Orange Knowledge Programme aims to train equal numbers of women and men. If no measures to achieve this are taken, women are often underrepresented in training events. What measures will your organisation take to ensure the maximum participation of women?

The University will ensure that equal numbers of male and female employees are nominated for this program by encouraging female staff in the organisation to submit the application for the program. The management team for this project will maintain a certain quota for female participants.

1.2.3 The Orange Knowledge Programme aims to make training available to marginalised and discriminated groups in the country. What measures will your organisation take to ensure the participation of such groups?

The University of Kirkuk, Salahadin university, and MOA will motivate staffs/farmers from minorities groups to participate in this program. Special attention will be given to individuals that were particularly affected by the conflict in the past years.

* 1. **Sustainability of training**
     1. Describe your vision and strategy on how the results will be sustained within your organisation after the TMT+ has ended:

1- Create action plans during the training

2- Create opportunities for employees to apply lessons learned.

3- Follow-up after the training is over

4- Link training to the employees jobs.

5- Using M&E will help to better following up the performance of the trained staff, also revising the action plans according to the required changes and continuous focusing on training activities.

1.3.2 The Orange Knowledge Programme aims to stimulate a sustainable partnership between your organisation and the Dutch training provider. How will you – as the requesting organisation – make sure that this TMT+ contributes to a long-lasting partnership?

Some of the project consortium members are already have a partnership was built within the first granted OKP-IRAQ project between WUR and six Iraqi universities including Salahaddin university. In this project University of Kirkuk and MoAWR will be able to work together with other their follow university in Kurdistan region of Iraq and MoAWR. MoAWR will also benefit from this project by building strong ties with knowledge institutions within KRI (Salahaddin University), out of KRI (University of Kirkuk) and with the Dutch knowledge institutions (Wageningen University). This will make results in sustainable partnerships with these relevant stakeholder and knowledge institutes in this important region of Iraq and KRI. Furthermore, the local consortium, we will appoint a coordinator for the project activities in Iraq and to strengthen the national & international partnerships.

1.3.3 The Orange Knowledge Programme aims to achieve mutual commitment to the TMTs. What will your organisation contribute to the TMT+, in kind or financially?[[1]](#footnote-2)

Kirkuk University will contribute along with other partners in the 20% of the funds which will be in the following form:

1- Ensure the participants will still receive their salaries for the duration of the training course they will be involved in.

2- Internal transportation from and to Kirkuk city to Erbil.

3- Provide interpreters for translating any materials or presentation during and after the training course from English in to local languages (wherever it needed).

4- Provide facilities for the training courses that are planned to take place in Kirkuk or Erbil.

1.3.4 Explain briefly what the risks are that could prevent the TMT+ from having the desired effects on your organisation. What measures will you take to mitigate these risks:

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| **Risks and assumptions** | **Mitigation** |
| Challenge of managing information effectively especially when a communication gaps exist between stakeholders. Annual plan for regional agriculture development is poor or not exist. | University of Kirkuk, Salahaddin University and MoAWR will establish a project management team which will meet regularly. All documentation such as reports and teaching materials will be shared. Involving all stakeholders from early stage of the program to avoid miscommunication and misunderstandings |
| Most of farmers in this area are following traditional methods in agriculture field and water management and there are concerns about applying new methods. | Much attention will go to dissemination of our learning beyond the university. |
| Time and cost overruns. Planning project sustainability is one of the challenges that might face our organisation, due to lack in backgrounds and experiences of the staff on how to manage this aspect. | Financial and technical performance will be on the agenda of the project management team at each meeting. The conclusions will be shared with all partners.  In consultation with partners/Nuffic, make budget adjustments and downsize certain expenses. Mobilize additional government funds. |
| Security situation | Alternative places to implement the project such as Kurdistan region. |
| The University will put risk mitigation plans in place to enhance opportunities and reduce threats to project objectives. General guidelines will be used to collaborate with university staff to create a collective understanding of risks and their implications. | |

1.3.5 Has your organisation benefitted from Dutch funding (including from Nuffic) in the past? If yes, please elaborate:

*No*

**Part 2. TRAINING PROPOSAL (this part needs to be completed by the Dutch training provider)**

**2.1 Training approach and design**

2.1.1 Present a work plan for the training that addresses the capacity needs of the requesting organisation.

*If applicable, please specify for all participating organisations.*

*Please include the subjects of the TMT+ and a description of the training methods.*

2.1.2 We strongly encourage to include alternative and innovative activities in the design of the TMT+. For example: short courses, living lab, blended learning, internships or study visits. Explain briefly the activities that you will include in the TMT+:

2.1.3 How have you ensured that the training design has met the demands of the requesting organisation?

*If applicable, please specify for all participating organisations.*

2.1.4 To what extent does the work plan of the TMT+ offers room for adjustments during the implementation of the training?

2.1.5 For TMT+ costs for investments to a maximum of 10% of the OKP subsidy amount can be included in the budget form. If applicable, please comment on the added value of the investment for the training.

2.1.6 In the Orange Knowledge Programme gender equality is an important theme. How will this training contribute to improving equal opportunities for women and men? Indicate how gender will be addressed at organisational and educational level:

2.1.7 How will the training address the position of marginalised groups? Indicate how inclusion will be addressed at organisational and educational level:

**2.2 Sustainability of training**

2.2.1 Describe how you will monitor and evaluate the progress during and after the training:

2.2.2 What type of measures will you take to ensure a sustainable embedding of the results within the requesting organisation? Be as specific as possible on any follow-up and backstopping activities:

*If applicable, please specify for all participating organisations.*

2.2.3 The Orange Knowledge Programme strongly suggests to make use of a local or regional consortium partner and share key responsibilities. If you do, please elaborate on the consortium partner and their responsibilities:

In case there is no local or regional consortium partner, please indicate why not.  
In case you make use of local resource persons (not being staff members of the requesting organisation), please elaborate on their responsibilities.

2.2.4 The Orange Knowledge Programme aims to stimulate a sustainable partnership between the organisations. Please describe how you intend to shape a long-term partnership. What are the benefits for all organisations involved?

*If applicable, please specify for all participating organisations.*

**2.3 Logical Framework**

*The training components should be summarised in the format of a Logical Framework, which clearly shows the relationships between the training objective, the purpose of the training and the result and inputs. If deemed necessary, additional comments or information can be provided.*

***For completing the Logical Framework, you will have to use the Monitoring & Evaluation Framework. The M&E Framework can be found on our*** [**website**](https://www.nuffic.nl/en/subjects/orange-knowledge-programme-overview/) **under *Policy framework and theory of change*.**

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| **Project title:** | |
| **Choose priority theme(s): FNS/SRHR/SRoL/Water/Other** (Pick theme from country focus document if ‘Other’ is applicable).  Select long-term impact for each priority theme (see p. 1-2 of the M&E Framework):   * *e.g. Promote agricultural growth* | **Long-term indicators** (see p. 4 – 14 of the M&E Framework). Please make the indicators SMART.   * *e.g. 1000 family farms that doubled their productivity* |

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| **Medium-term impact**  *Medium-term benefit for the target group or wider benefit for the community in general.* | **Indicators**  *Pick relevant capacity building indicators and make SMART (see p. 15–16 of the M&E Framework).   For your convenience we have already selected some of the indicators below. It is not obligatory to use all indicators.* | **Baseline** | **1 year after project end** | | **Means of verification** | **Assumptions / Risks** |
| **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 scholarship holders[[2]](#footnote-3) that became members of the alumni association of the training provider (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 | * *e.g. none*   **-**  **-**  **-** | * *e.g. 2 agreements*   **-**  **-**  **-** | | *- e.g. copy of agreements*  **-**  **-**  **-** | **-**  **-**  **-**  **-** |
| **III. Organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce** | * *Individual* * % of alumni[[3]](#footnote-4) 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) | **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-** | **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-** | | **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-** | **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-** |
| **Outcome at project level** *Conditions at the end of the project indicating that the outcome has been achieved.* | **Indicator**  *Pick relevant capacity development indicators and make SMART (see p. 19 of the M&E Framework).*  *For your convenience we have already selected some of the indicators below. It is not obligatory to use all indicators.* | **Baseline**  *Description of the concrete capacity gap to be addressed by the training* | **Immediately after end of project** | **1 year after project end** | **Means of verification** | **Assumptions / Risks** |
| **B. Enhanced knowledge and skills of individuals and organisations in line with country / regional specific labour market needs & aiming at inclusiveness.**  *What the development*  *intervention intends to achieve at the end, or soon after the project has taken place.* | * *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 * 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 * number of organisations with institutional mechanism for quality assurance * number of organisations developed and implemented a gender strategy | -    -  -  -  -  -  -  -  -  -  -  -  -  -  - | **-**    **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-** | **-**    **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-** | **-**    **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-** | **-**    **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-** |
| **Outputs**  *Describe the direct, measurable results of the training on the performance of the participants and of the requesting organisation* | **Indicators**  *Measure of the quantity and quality of the outputs* | **Baseline**  *Provide measurable and quantitative baseline data of the shortcomings* | **Immediately after end of project** | | **Means of verification** | **Assumptions / Risks** |
| **-**  **-**  **-** | *-*  *-*  *-* | -  -  - | **-**  **-**  **-** | | **-**  **-**  **-** | **-**  **-**  **-** |

**3. TRAINING PROVIDER**

Indicate the relevant specialisations related to this TMT+ offered by the providers. If applicable, provide information for each of the consortium partners (lead provider and other training providers, including any local or regional ones). Tick the box to show per provider the relevant and available specialisations required for the organisation and for the delivery of this training.

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| **(Max. 5)** | **Lead**  **Partner** | **Consortium**  **Partner 1** | **Consortium**  **Partner 2** | **Etc.** |
| **Relevant specialisation 1** |  |  |  |  |
| **Relevant specialisation 2** |  |  |  |  |
| **Etc.** |  |  |  |  |

**Experience**

Enter in the table below the relevant training experiences of the providing organisations. The experience should demonstrate the ability to run the TMT+ effectively. Indicate only training experiences which have been conducted in the last three years by your organisation and – if applicable – by the consortium partners.

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| **Ref # (max 5)** | **Training Title:** | | | | | | | |
| **Name of provider** | **Name**  **of client/**  **beneficiary** | **Country where the training took place** | **Number of training days** | **Starting date** | **Ending date** | **Participation provider in implementation of the training (%)** | **Name of**  **consortium members (if any)** | **Financed by** |
| … | … | … | … | … | … | … | … | … |
| **Description of the training** | | | | **Type of activities carried out** | | | | |

**Experience of the proposed team**

Please enter in the table below details of the experts who will contribute to the training, including those based locally or in the region. Once listed, Nuffic assumes that the experts concerned will be available for the training. Curricula vitae of all team members should be attached. Team members proposed in this proposal who, for whatever reason, are unable to perform their training duties, will be replaced, at no extra cost, by equally qualified or higher qualified persons. Replacements have to be approved by the requesting organisations and Nuffic.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Relevant specialisation** | **Years of experience \*** | **Position within the proposed training (e.g. team leader)** | **Training experience in the country or region of the requesting organisation** | **Name organisation**  **(applicable in case of consortium)** | **Gender M/F** | **Nationality** |
|  |  |  |  |  |  |  |  |
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**\*** *Concerning relevant specialisation*

**4. PUBLICITY**

For the sustainability and visibility of the Orange Knowledge Programme, Nuffic would like to encourage training providers to invest time and energy in seeking publicity for the activities and results of the training. A budget line for this purpose may be added to the budget. How do you ensure publicity about the TMT+ and the source of subsidy (Nuffic)?

In order to demonstrate the impact of the training, photo’s, testimonials and human interest stories will be a mandatory part of the reporting obligations.

**5. STATEMENTS**

**Statement by the requesting organisation**

I, the undersigned, being the authorised representative of the requesting organisation, certify that the information supplied in this proposal is correct and complete;

|  |  |
| --- | --- |
| Name authorised representative |  |
| Position in organisation |  |
| Place and date |  |
| Signature |  |

**Statement by the provider**

I, the undersigned, being the authorised representative of the provider, certify that:

* the team members proposed in this proposal will be made available to perform their training duties as mentioned in this proposal;
* the team members proposed who for some reason are unable to perform their training duties will be replaced, at no extra cost, by equally or higher qualified persons;
* the provider is not acting as an intermediary, but is directly responsible for the preparation and management of the training;
* the information supplied in this proposal is correct and complete.

|  |  |
| --- | --- |
| Name authorised representative |  |
| Position in organisation |  |
| Place and date |  |
| Signature |  |

**6. CONSORTIUM AGREEMENT**

Consortium agreement (if applicable), as integral part of this proposal. Add your own text including data and signatures of persons authorised to sign on behalf of their organisations:

**7. CHECKLIST**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I. Requirements** | | | | | |
|  | **Before submitting your application, please check that each of the following components is complete and complies with the criteria:** | *Check by applicant* | | | |
|  |  | Yes | | No | |
| 1 | The joint proposal form has been signed by all relevant parties. |  | |  | |
| 3 | The budget form has been signed by all relevant parties. |  | |  | |
| 4 | Percentage of co-funding is in accordance with the Country Focus Document. |  | |  | |
| 5 | If applicable: the consortium agreement has been signed by all relevant parties. |  | |  | |
|  | | | | | |
| **II. Required documents**  An application needs the following documents to be complete, which have to be submitted via Delta[[4]](#footnote-5) before the deadline. Documents that are sent to Nuffic via e-mail will not be taken into consideration and incomplete applications will be rejected. | | | | | |
|  |  | | Yes | | No |
| 1 | This form for a joint proposal, filled in and signed and including a consortium agreement if applicable, as 1 PDF file, not exceeding 5MB. | |  | |  |
| 2 | Proposed budget, in our *compulsory* budget form, signed by both parties, scanned as a PDF file not exceeding 5MB. | |  | |  |
| 3 | Curricula vitae of all proposed team members, as 1 PDF file, not exceeding 5MB. | |  | |  |
| 4 | A Checklist Organisational Capacity Assessment (COCA) for the Dutch training provider, as a PDF file, not exceeding 5MB (including the registration with the Chamber of Commerce (KvK), not older than 6 months) or if the applicant already has a valid COCA: the COCA registration number issued by Nuffic. | |  | |  |

1. [↑](#footnote-ref-2)
2. \* Scholarship holders: For the purpose of the Orange Knowledge Programme, Tailor Made Training participants are also considered scholarship holders. [↑](#footnote-ref-3)
3. \*\* Alumni: For the purpose of the Orange Knowledge Programme, Tailor Made Training participants are also considered alumni. [↑](#footnote-ref-4)
4. For more information regarding Delta please refer to the Delta User Manual, which is available on <https://www.nuffic.nl/en/subjects/call-for-joint-proposals-tailor-made-training-tmt-plus-orange-knowledge/> [↑](#footnote-ref-5)