

# Nuffic

meet the world

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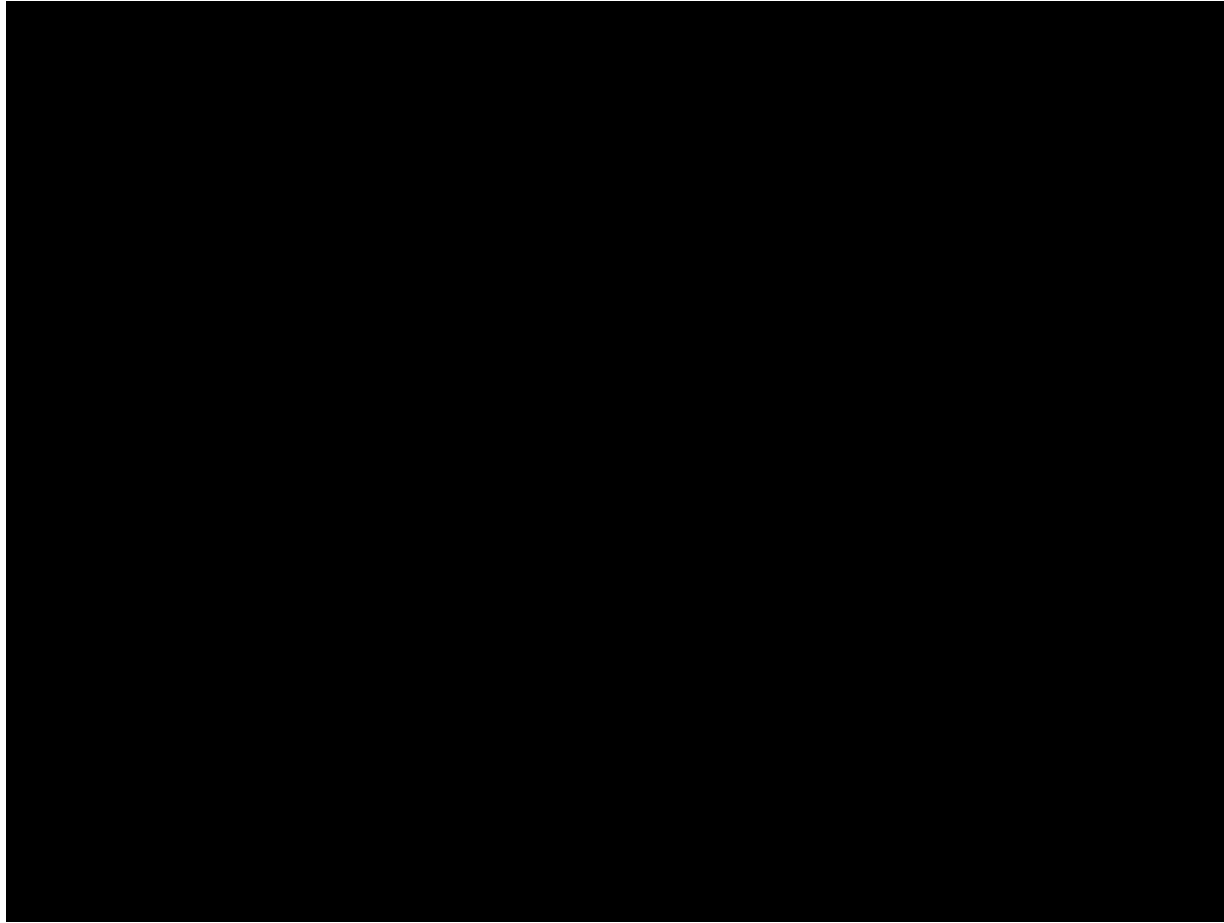
Partnerships & Programme Developer

# Who are we?

The Dutch organisation for  
internationalisation in education



# The Dutch Schoolsystem



# Orange Knowledge Programme

The programme in just over 1 minute



# Orange Knowledge Programme

Global development programme to strengthen capacity, knowledge and skills of both individuals and organisations

- Available for 38 countries
- Partnerships between educational institutions, scholarships for mid-career professionals, Tailor-made training and alumni activities
- Funded by Netherlands Ministry of Foreign Affairs



# Programme's focus themes OKP

## 4 government development priority themes:

1. Food and Nutrition Security
2. Water, climate and energy
3. Sexual and Reproductive Health and Rights
4. Security and Rule of Law

## Cross cutting themes:

- Inclusion of gender, marginalised groups
- Employability and private sector development
- Environmental sustainability





# MENA Scholarship Programme (MSP)



Contributes to capacity building of individuals and organisations and aims at strengthening the relation between the participating countries and The Netherlands

- Available for 11 countries in the MENA region
- Scholarships for young professionals in the Netherlands, Tailor-made training in the region and alumni activities
- Funded by Netherlands Ministry of Foreign Affairs



# Programme's focus themes MSP

## Priority themes

Different for each country based on the local needs and the strategy of the Dutch Ministry of Foreign Affairs



"Empowering women should be more and more accepted: it's time to create opportunities for stronger generations"

**Aysha Abu Allan, water specialist, alumna from Jordan.**

## Goals

- Inclusion of gender, marginalised groups
- Societies that accept cultural and religious differences
- States that respect the rule of law and protect individuals, minorities and human rights
- Economic growth and employment





# Application procedure OKP & MSP

## Apply for a MSP scholarship!

### How to apply?

**Step 1:** Check if your application falls within the MSP focus areas determined for your country.

**Step 2:** Check if you meet the MSP eligibility criteria.

**Step 3:** Find a course on the MSP course list.

**Step 4:** Ask your employer whether they are willing to nominate you for a MSP scholarship.

**Step 5:** Contact the Dutch education institution of your choice to receive more information about the application procedure, the academic requirements and the link to apply online.

**Step 6:** Prepare your application: employer statement, motivation, passport, government statement (if required).

**Step 7:** Submit your application online using the link you receive from the Dutch education institution offering the course you would like to apply for.

### Scholarships application periods:

12 May - 29 June 2021 (OKP)

1 September – 12 October 2021 (MSP & OKP)

### More information:

MSP [www.studyinholland.nl/msp](http://www.studyinholland.nl/msp)

OKP [www.studyinholland.nl/okp](http://www.studyinholland.nl/okp)

"Studying in the Netherlands has opened up my world. The experience of being part of the Dutch culture for a while, and the international class room opened the window to the world for me. A unique opportunity to acquire knowledge and perspective, to grow"

**Kamaram Palani, lecturer, alumnus from Iraq.**



[Video scholarship holder Sudan](#)

# NL Alumni Network

Aims to facilitate an international network of NL alumni, future alumni, Dutch higher education institutions, Dutch embassies, Nuffic and relevant other organisations

- 60.000 members worldwide
- 12 countries communities in the MENA region
- Thematic communities (Security & The Rule of Law, Water, Energy & Climate etc.)

Link: [www.nlalumni.nl](http://www.nlalumni.nl)

Email: [alumni@nuffic.nl](mailto:alumni@nuffic.nl)

[Video NL alumni network](#)



'Day of the International Student' in Amsterdam

# Example MSP Tailor-made training

## Support to Syrian community workers in Jordan dealing with gender based violence

Mohammed took part in the train-the-trainer programme. As a result of the training, he not only gained more knowledge on GBV, but also acquired useful communication and facilitation skills. Mohammed now knows how to conduct conversations around GBV and show empathy to GBV survivors. He also applies more participatory techniques in his awareness raising sessions.



*"I can see how participants appreciate it when I use different techniques like drawing, coloured cards, ice breakers and wrap-up sessions. I was not aware that these techniques could really help people to better understand and remember my message".*



# Holland Scholarship Programme

For talented international students from outside the European Economic Area (EEA) who want to do their bachelor's or master's in the Netherlands

- Scholarship contribution of up to € 5000
- For a full-time bachelor's or master's programme at one of the participating Dutch higher education institutions.
- Application deadline 2021: 1 February or 1 May 2021
- More information about the criteria and links to the participating institutions are available on [www.studyinholland.nl/hollandscholarship](https://www.studyinholland.nl/hollandscholarship)
- Financed by the Dutch Ministry of Education, Culture and Science and Dutch research universities and universities of applied sciences.



## **Erasmus Mundus Joint Master Degrees [\(link\)](#):**

- Students will study in at least two universities in two different countries
- For people who have completed a bachelor degree
- Full scholarships for the complete master available (very competitive!)
- Only available for the programmes in the [this catalogue](#) – there are programmes across all study fields
- Students can apply directly at the consortium offering the programme (links provided in the catalogue)

## **International Credit Mobility:**

- Scholarships for 3-12 months study or 2-12 months of internship in Europe
- Only available for students who are currently registered at a university
- Credits earned in Europe will need to count towards the diploma on your home university
- Opportunities differ per (home) university - please contact your international office to enquire about the Erasmus+ agreements they have with universities in Europe
- Application always through home university

# Other work in the MENA region

- **HOPES-LEB (together with DAAD and Campus France)**
  - Opportunities for refugees and vulnerable host communities in Lebanon
  - [www.hopes-madad.org](http://www.hopes-madad.org)
  - Funded by the EU Trust Fund for Syria
- **EDU-SYRIA III (together with the German-Jordanian University)**
  - Opportunities for refugees and vulnerable host communities in Lebanon
  - [www.edu-syria.eu](http://www.edu-syria.eu)
  - Funded by the EU Trust Fund for Syria




“Based on shared priorities of facilitating access to, and success in, higher education for refugee and host-community youth affected by the Syrian crisis, the American University of Beirut Center for Civic Engagement and Community Service (AUB-CCECS) engaged with the HOPES project in almost all of HOPES’ strands of activity, in particular as a recipient of grant-funding through the call for proposals; partnering to offer the Higher Education English Access Programme (HEEAP) to students in our intensive college-readiness programme; referring young people from our educational programming to benefit from the student counselling and apply for scholarship opportunities provided by HOPES; and participating in national and regional stakeholder dialogues. Throughout this varied experience we learned many lessons, a few of which we would like to share here:

- The necessity of situating interventions related to access to higher education within, and in relation to, the pipeline to higher education, building upon existing frameworks for primary and secondary education and student-support programming for young people aspiring to higher education.
- The challenges faced by projects with funding of less than 5-10 years to create sustainable interventions. Many experts in teacher professional development argue that a minimum three-year programme is needed to create sustained effects on teacher practices and student outcomes. Furthermore, the uncertain future of many scholarship programmes poses a major challenge to the young people who rely on those scholarships to access higher education.
- While considering the unique contextual factors, we should approach our work in response to the Syrian crisis in a way that builds upon credible research and previous practices in relevant fields.

Through its regional and multi-faceted approach to addressing access to higher education in the context of the Syrian crisis, HOPES has contributed to a facilitating environment in which the relevant actors and stakeholders can interact and identify synergies to further our shared objectives. The HOPES team has also created a platform to elevate the voices of students as well as local universities and NGOs to be heard by regional and international funders and policy-makers, especially EU governments.

An example of this was the event, “Inspirations for the Future: A Conversation with Syrian, Jordanian, and Lebanese Youth”, held as a precursor to the Brussels II conference on the Syrian crisis response. Centering the voices of the young people who are the most affected and the dedicated staff supporting refugee and host-community students in the neighbouring countries has been a distinguishing characteristic of the HOPES approach. Our various points of collaboration with the HOPES project enhanced our efforts and provided positive spaces for mutual learning.’

**Mrs. Brooke Atherton El-Amine**, Civic Engagement Programmes Administrator, Center for Civic Engagement and Community Service, American University of Beirut

A portrait of two young women, Lubna Karbooj and Rama Rajab, wearing hijabs and overalls, looking thoughtfully to the side. The image is partially obscured by a large, stylized geometric graphic on the left side of the page.

### Lubna Karbooj and Rama Rajab

#### 9TH-GRADE STUDENTS AT THE KAYANY FOUNDATION SCHOOLS.

‘Conducting experiments in the labs was very useful as it allowed us to put into practice the theory and to understand more. We discovered that learning is fantastic and that we wanted to keep on learning.’

# Questions?



Ramadan  
Mubarak

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