

NFP-NPT Newsletter

The Netherlands Fellowship

Programmes (NFP)

The Netherlands Programme for the Institutional Strengthening of

Post-secondary Education and

Training Capacity (NPT)

<i>Editorial</i>	1
<i>Three new NPT countries</i>	2
<i>NPT gets going</i>	2
<i>NFP refresher courses</i>	3
<i>The tender procedure</i>	4
<i>Fulani traditions</i>	5
<i>Stakeholders and Universaties of Professional Education</i>	5
<i>NFP Rules and Regulations</i>	6
<i>Basics of survival in Holland</i>	6
<i>The NPT programme</i>	6
<i>Basic characteristics NFP</i>	7

May 2003

Editorial

The NFP en NPT programmes have been underway for some time now. In the first quarter of 2003 the first refresher courses for NFP were selected, NFP short courses were implemented, and outlines for tailor-made training were developed. Dutch providers nominated more than 600 short courses and master's degree programmes for the NFP course list for 2004.

Approximately 400 of these have been positively assessed and will be included on the list, which will be available in May 2003. Already Nuffic has received and registered more than 1000 applications for a master's fellowship.

We have noticed that the term "pilot country" is causing some misunderstanding. The term is used only in the context of the NFP. As you will read on p. 7, there are 56 countries eligible for cooperation under the NFP. Of these, ten have been selected for a trial with a new approach: Ecuador, Ethiopia, Guatemala, Peru, Rwanda, South Africa, Tanzania, Uganda, Vietnam, and Yemen. The new approach is clearly an addition to the regular Netherlands Fellowships Programme which applies to all 56 countries. The objective of the new approach is to conclude multi-year agreements with key institutions or organizations in the higher education sector in the country concerned.

In each of the first set of countries selected for the NPT, demand for capacity-building in local organizations is being identified and further articulated. It is interesting to observe that the process is unfolding differently in each country. In some countries, a broad spectrum of stakeholders are taking part in workshops to identify and prioritize demand and to select the organizations eligible for support. In other countries, government ministries are coming forward with lists of needs based on existing sector studies and development plans. In all cases the Netherlands embassies are playing an important role in the process. They decide on the best approach to be adopted in the country concerned, taking into account the local context and bilateral aid efforts. Nuffic hires local consultants to assist in the process by making an inventory of capacity-building needs in a particular sector, by conducting or helping to conduct training needs assessments in organizations, or by facilitating stakeholder workshops.

As you will read in this Newsletter, the processes of identifying demand and selecting organizations has been completed in a number of countries. It is a feature of the new programmes that requests for projects and tailor-made training, drafted in the South, are matched with Dutch providers through a public tender procedure.

Nuffic is now preparing itself for the first call for tenders, which is why we are highlighting this aspect of the new programmes in the present Newsletter. Other items covered in this issue include the expansion of the number of NPT countries, country reports, Frequently Asked Questions (FAQs), and the column.

I hope this Newsletter enables all readers to keep abreast of the developments taking place in the new programmes. We welcome your news and suggestions for improvement. Please send them to the editor.

Ad Boeren

NFP-NPT Coordinator

Three new NPT countries

On 12 March 2003, the Ministry of Foreign Affairs informed Nuffic about its decision to add three new countries to the list of countries participating in the NPT programme. They are Ghana, Rwanda and Uganda. The Ministry has notified the Dutch embassies in these countries and Nuffic has asked them for their cooperation so that the programme activities can get started as soon as possible.

NPT gets going

Vietnam: centralization and efficiency

Vietnam is one of the countries selected for bilateral cooperation by the Dutch Ministry of Foreign Affairs. Three sectors have been chosen for development cooperation in Vietnam:

- Health;
- Water management;
- Forestry and biodiversity.

A cross-cutting theme is 'Good governance'.

Vietnam is one of the nine countries where the NPT programme has started, and one of the 56 countries eligible for NFP fellowships. In early December 2002, Nuffic programme officer Ms Ella de Voogd, at that time contact person for NPT, set out on a mission to Hanoi in order to get the NPT started in Vietnam by 2003. She first visited the Royal Netherlands Embassy, where arrangements were made for a stakeholders' meeting. The exchange of information and subsequent meetings for the purpose of identifying priority areas for development cooperation under NPT resulted in no fewer than 25 project ideas being submitted before the deadline of 4 January 2003. This was followed by intensive e-mail and telephone communication between Nuffic, the embassy, and the Vietnam Ministry of Planning and Investment (MPI). In Vietnam, all Overseas Development Assistance (ODA) must be channelled through the MPI. Nuffic screened the ideas for their educational content; the Dutch embassy checked them in terms of sectors and themes; and the MPI looked at possible overlap between programmes and checked for compliance with government policies.

The screening resulted in a selection of five project ideas which met all the requirements:

- Upgrading MPI staff at the central level and in the provinces. This is part of the public administration reform taking place. Under the theme of 'Good governance', judicial and efficiency issues will be addressed.
- Strengthening the capacity of the Women's Institute of the Vietnam Women's Union to improve the

functioning and regulatory environment of women working in the private sector. The Women's Institute will contribute to gender-balanced support for the private sector.

- Increasing and improving the capacity of the School of Economics and Business Administration (SEBA) for teaching and research. The SEBA has also asked for the development of human resources and instruments so that Small & Medium Sized Enterprises (SMEs) and farming households can be advised regarding the adoption of production strategies that protect the environment.
- Improving the management of water resources through a joint project of the Hydrology & Environment Departments of the Hydro-Meteorological Colleges of Hanoi and Ho Chi Minh City. These institutions aim to deliver an adequate supply of well-trained practical experts on a continuing basis.
- Strengthening the training in medical skills offered in eight medical faculties and universities through a project at the University of Medicine and Pharmacy in Ho Chi Minh City.

The final project outlines are currently being written in Vietnam. The first call for tenders can be expected in June-July 2003. Once the projects are underway, the MPI will take up the task of local monitoring and quality control.

Vietnam is also one of the ten countries selected for trying out a new process for identifying NFP demand. Special attention will be given to three sectors: Management, Health, and Forestry and Environment. This is in addition to the ongoing NFP support that makes it possible for Vietnamese professionals to take part in short courses, master's degree programmes, and tailor-made training. Under the new process, candidates from organizations in these sectors will be given preference during the selection procedure for fellowships for short courses and master's degree programmes. Similarly, organizations in these sectors will be given preference as budgets for tailor-made training are allocated.

Peru: identifying needs

Dutch bilateral cooperation with Peru focuses on the sector Environment. The Royal Netherlands Embassy has selected three sub-themes for support under the NPT:

- Water management;
- Forests and biodiversity;
- Climate change.

To identify local demand, Nuffic officer Ms Jolie Franke recently conducted a visit to Peru. She first contacted the embassy, where she was able to meet stakeholders taking part in workshops. They represented various organizations that contribute to strengthening capacity in the above mentioned fields. The identification of demand in Peru will result in a list of subjects and a prioritized list of eligible organizations. The mission was thus an important step towards arriving at a plan for implementing the NPT in Peru.

Ethiopia: How the first three NPT project outlines came about

The Ethiopian Ministry of Education represents the various stakeholders in the post-secondary education sector that will be involved in NPT cooperation. The ministry is responsible for designing the framework for NPT cooperation in Ethiopia.

Preliminary consultations between the Royal Netherlands Embassy and the Ethiopian Ministry of Education had made clear the strongly felt need to strengthen Ethiopia's higher education sector. Two other sectors (basic and professional education) had been given extra support in the last few years. Support for the tertiary education sector would therefore be welcome. The NPT can contribute to the attainment of some of the current national development goals. Furthermore, through its intervention in the higher education sector, the NPT could have various beneficial effects on the Dutch projects being conducted in Ethiopia in two other sectors: Agriculture and Health. In early February 2003, the Ethiopian Ministry of Education submitted a Plan for cooperation under the NPT.

The plan indicated the priority areas for NPT cooperation in Ethiopia:

- (1) Information and Communication Technology (ICT);
- (2) Studying and formulating policies, and devising the strategic direction for the overall reform of the higher education sector. To carry out these tasks, an independent body should be established.
- (3) Establishing an independent body for quality control of the higher education sector. This body should set standards, carry out external evaluation and report the results to the wide spectrum of stakeholders.
- (4) Strengthening pedagogical resource centres;
- (5) Improving the efficiency and effectiveness of the management and administration of higher education institutions;
- (6) Supporting faculties that train teachers;
- (7) Developing new programmes.

During a mission to Addis Ababa in February 2003, Nuffic programme officer Mr Ouindinda Nikièma, the contact person for Ethiopia, helped staff members of the Ethiopian Ministry of Education to draft the outlines of three projects in areas where NPT support is most urgently required. The project titles are:

- (1) Increasing higher education institutions' capacity for using ICT in their day-to-day activities. Initially, networks will serve the public universities, colleges, and research institutes, but over time they might provide valuable input for Ethiopian initiatives advocating a pervasive ICT infrastructure.
- (2) Towards the establishment of the Ethiopian Higher Education Strategic Institute (EHESI).

- (3) Preliminary steps towards a Quality and Relevance Assuring Agency (QRAA).

The three calls for tenders were published on the websites of Nuffic and the Netherlands Foreign Trade Agency (EVD).

Mozambique identifies six priority areas

In November 2002, Nuffic programme officer Koen Oosterom set out on a five-day identification mission to Mozambique. Consultations were held with various higher education institutions and with the Ministry of Higher Education, Science and Technology (MHEST). It was agreed that MHEST would write a demand-identification report in which the priority areas for NPT cooperation were outlined. In this report, the wishes of the various higher education institutions were taken into account as much as possible. Future NPT cooperation with these institutions must therefore be in line with the indications laid down in the report. The six priority areas are:

- Good governance and public administration;
- Support for the teacher-training programmes of various higher education institutions;
- Fight against HIV/Aids;
- Support for the creation of polytechnics;
- Establishment of a structured and coherent higher education sector or sub-sector;
- Information and Communication Technology.

Agreement was reached on the strong coordinating role that the MHEST will play during the identification and implementation of the various NPT projects. Intensive consultation between the Nuffic programme officer and the MHEST contact person resulted on 10 February 2003 in an agreement regarding a structure for the NPT projects that has three parties: Nuffic, MHEST, and the Dutch organization that submits the winning tender.

It is expected that the first call for tenders can be published in May 2003. The tender evaluation committees (TECs) may come together in Maputo, but they may also explore the possibility of using the video conferencing equipment that is available at the University Eduardo Mondlane (UEM) in Maputo.

NFP refresher courses

NFP refresher courses offer NFP alumni the possibility to update knowledge and skills they acquired at least two years earlier during a course of NFP training. Refresher courses always take place in one of the 56 NFP countries. They can be initiated by NFP alumni themselves, by an organization in which NFP alumni are employed, or by the initial Dutch provider of the training or course.

Refresher courses usually present new developments or innovative skills in the field of expertise concerned. Since the course takes place in the home country or home region of the

participants, specific regional aspects related to the discipline can also be integrated into the course. Refresher courses usually last one to two weeks and are attended by at most 20 persons. Colleagues of NFP alumni can also participate in a refresher course, although in limited numbers. The total resources available and the maximum budget of € 70,000 per refresher course mean that each year approximately 30 refresher courses can be funded.

The first selection round for NFP refresher courses took place in January 2003. Of the 52 proposals which had been forwarded to Nuffic, 31 were selected. In accordance with the guidelines, preference was given to refresher courses which will be located in sub-Saharan Africa, courses which specifically recruit female participants, and courses which will be implemented with the help of a local institute or organization.

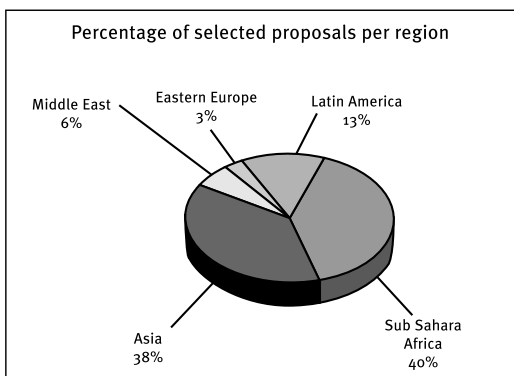
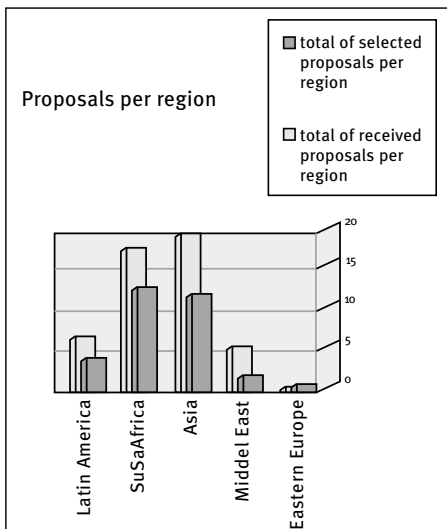
The majority of the proposals which were forwarded were for courses in Asia, more specifically in Vietnam and China (see below). Nevertheless, the result of the assessment is that 40 per cent of the courses will take place in sub-Saharan Africa.

The refresher courses that have been selected for implementation cover most of the disciplines represented in the NFP. As is traditional, there will be a rather large number of courses related to water, such as courses in river basin management, ground water contamination, and environmental management strategies. There will also be several courses on the subject of urban management, such as a course entitled 'Eco-cities as a sustainable solution for urbanization' and another one called 'Urban governance and poverty reduction'. Other courses will deal with the hotel and tourism industry, human rights, information technology, and E-business.

Proposals for refresher courses to be implemented in 2004 can be forwarded to Nuffic until 14 October 2003.

The procedure and the general criteria are described in the NFP brochure, and on the website www.nuffic.nl/nfp. A form for drafting a proposal for a refresher course can be obtained from any of the embassies in the 56 NFP countries, or from Nuffic. The form can also be found on the website.

For more information, please contact Nuffic, Ms Vera Musch, Programme Coordinator (tel. +31(0)70 4260163, fax +31(0)70 4260189), E-mail nfp-rc@nuffic.nl



The tender procedure

The NPT and NFP are programmes that help to build institutional capacity in the South by mobilizing expertise available within organizations in the Netherlands. Both in the NPT programme and in that part of the NFP that caters for tailor-made training, Southern demand for capacity-building is matched with Dutch supply through a public tender procedure. This new element of competition is introduced because it is likely to result in a good quality-price ratio for the services required.

The organization in the South is responsible for drafting a sound project or training outline which forms the basis of the call for tenders. Nuffic publishes the call for tenders in the Netherlands. The tender is open to any relevant organization that is duly registered and has its headquarters or a branch in the Netherlands.

Organizations in the Netherlands who would like to conduct a particular NPT project or a course of NFP tailor-made training within a North-South partnership each submit a tender to Nuffic. This document explains how the organization would approach the project. (The tender also includes a bid-the price for which the organization proposes to implement the project.) If the tender is selected and the Dutch provider is accepted by the Southern partner, Nuffic checks project proposals to see if they are technically suitable for monitoring purposes. If not, the two partner organizations are asked to adapt the proposal and provide more detail. Nuffic approves

the project proposal when it meets the technical requirements. Selected NFP tender proposals will be implemented without further amendments.

A tender evaluation committee (TEC) evaluates all the tenders. It uses prescribed criteria and point system to ensure impartiality as it selects the winning tender. The TEC will consist of at least three members: a Nuffic programme officer; a representative of the requesting organization in the South; and an independent expert. All three members have an equal voice.

The Southern organization is not obliged to accept the TEC's choice. It can refuse to accept as its partner the Dutch organization that submitted the winning tender. But the Southern organization must give explicit reasons for doing so. A veto results in cancellation of the tender. There will be no project or training.

Column

Fulani traditions

It is gradually becoming clear what kind of flesh the NPT partners in the South want to put on the programme's bones. They have identified subject areas. Project outlines have been put on paper. Now it is time for them to find their partners in the Netherlands.

Actually, the Dutch partners will present themselves to the Southern organizations. In Europe we have countless fairytales where the princess rejects suitor after suitor until she finally finds her True Love. Generally the gorgeous princess bases her choice on physical prowess or intelligence. She gives the suitors a difficult riddle and the one who solves it wins her hand. A suitor standing before her throne whose mind goes blank will soon feel the blade of an executioner's sword. In other stories the suitor must first slay a dragon. Or pull a sword out of a millstone.

Personally, I much prefer the stories with the riddles. That could be because I work for an organization that encourages cooperation in education, but it could also be because at school I was incapable of achieving anything in sports.

Will the tender procedure for the NPT be like one of these fairytales? No, the comparison does not hold. For one thing the procedure does not end, as traditional old European folktales do, with 'And they lived happily ever after.' In the stories the princess always behaves like a subservient prize. She bows to the superiority of the winning prince and serves him ever after as wife

and mother. This is in sharp contrast to the spirit of the NPT, where the suitors are competing to lend a helping hand to organizations outside the Netherlands who are themselves in charge of projects. We have to look for another metaphor to characterize the coming phase of the NPT.

Europe does not have the right metaphor for us. But Africa's Sahel region does. There the Woodabe and other Fulani peoples have perpetuated their own unique traditions in spite of all the winds of change around them. Once a year the Woodabe hold a special festival where the men adorn themselves as attractively as possible. A liberal use of cosmetics helps to emphasize bright teeth and eyes. The men parade before the young virgins, who quietly watch the whole pageant with a superior smile on their faces. This is more or less what the NPT tender procedure will be like. At least this is what the programme's planners had in mind.

Fulani peoples have another tradition. If two men are competing for the same woman, they beat each other on the chest with flexible walking sticks. The first man to wince loses. The NPT will not go this far, however. It will be enough for you to keep in mind those bright-eyed fellows doing their best to strut their stuff.

Han van der Horst

Senior communication officer, Nuffic

Stakeholders and Universities of Professional Education

The important role of stakeholders in identifying higher education needs, which is such an important feature of the NPT Program, has its roots not only in current development debates, but also in Dutch practice. Most Universities of Professional Education in the Netherlands are the direct descendants of institutes, that were founded by such stakeholders themselves, most of them in the first half of the twentieth century. Industrialists and progressive farmers were dissatisfied with university education at the time. They demanded schools to train professionals for their factories and their farms. Then they proceeded to finance and build them themselves.

Later the government came in taking over the burden of financing these schools, because they served the national interest.

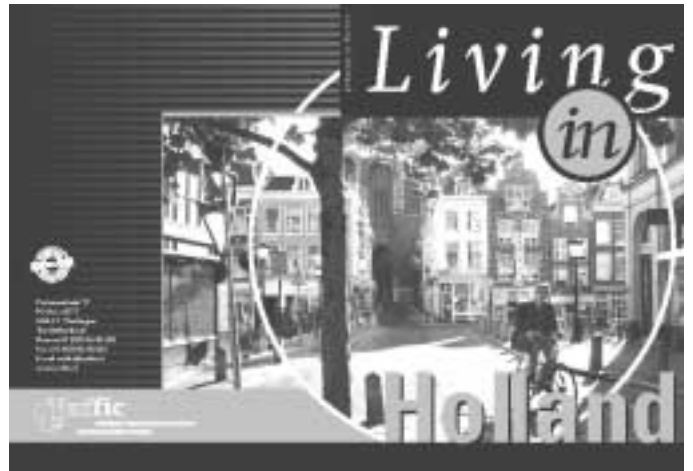
Modern day universities of professional education in the Netherlands pride themselves with their tradition and their excellent relations with stakeholders in their field of study. Their representatives are members of their boards of trustees and so on several levels of those institutions the voice of stakeholders is heard and listened to. Not only at management levels, but also at grass roots levels. Internships are an important feature of all curricula of universities of professional education, which guarantees such contacts.

NFP rules and regulations

In April Nuffic published the 2003 edition of the 'Rules and regulations governing fellowships from the NFP'. This booklet describes, among other things, the basic conditions under which fellowships are awarded, the rights and obligations associated with acceptance of a fellowship, the travel arrangements which can be made, and the allowances NFP participants are entitled to. Usually a copy of the rules and regulations is enclosed with the letter which informs NFP candidates that they have been awarded a fellowship. Under the new NFP, these 'fellowship letters' will always be sent by the Dutch providers of the programme or course. Copies of the rules and regulations can also be ordered from Nuffic. Please contact Ms Monique Knaapen, programme assistant, tel. +31(0)70 4260 164.



can read it in the airplane if you are short of time. The rest of the book you can read at your leisure, after you are settled in and have time to take a closer look at your surroundings and to start interacting socially with other people."



To get a copy, please contact Nuffic, Department for International Marketing and Communication, PO Box 29777, 2502 LT The Hague, the Netherlands, tel. + 31704260207, fax +31704260399, e-mail: publications@nuffic.nl

Basics of survival in Holland

What is it like to live and study in the Netherlands? This question is answered by Marilyn Warman in the popular Nuffic publication "Living in Holland", which summarizes a number of cultural traits of the Dutch while presenting lots of practical information, like how to open a bank account.

Ms Warman, who is Nuffic's translator, regularly brings the 90-page paperback up-to-date. She hopes that the book, especially if it is sent to international students before their departure, will save them some of the time and worry associated with taking up temporary residence in a strange country. In the introduction she suggests, "Read the first two chapters before you leave your own country to make sure that you are not forgetting anything. Chapter 3 will answer practical questions, but you

The Netherlands Programme for the Institutional Strengthening of Post-secondary Education and Training Capacity (NPT)

The NPT is a new international cooperation programme financed by the Netherlands government. The programme is managed and administered by the Netherlands Organization for International Cooperation in Higher Education (Nuffic).

Objectives

The purpose of this new programme is to help developing countries to strengthen their institutional capacity for post-secondary education and training in a sustainable way that equips them eventually to meet their own needs for training and manpower. Support can be given to organizations in the South that play an important role in the development of post-secondary education and training capacity. These include institutions for post-secondary education, government ministries, national commissions, and NGOs.

Characteristics of the programme

The NPT is a programme of South-North cooperation in which expertise from Dutch organizations is mobilized to strengthen institutional capacity in the South. The education and training capacity which the NPT aims to strengthen must be relevant to the sectors and themes targeted for the Dutch bilateral support given to the countries in question. More general support for the higher education sector is also a possibility, as is support for projects which cut across the chosen sectors and themes. Support can be given to organizations in the South that play an important role in the development of post-secondary education and training capacity. These include institutions for post-secondary education, government ministries, national commissions, and NGOs. The NPT is demand-driven and flexible, and it addresses local priorities. 'Ownership' on the part of stakeholders in the South is an important feature of the programme. To achieve a good quality-price ratio, the contracts by which Dutch organizations provide the necessary services will be awarded on a competitive basis. The involvement of local and/or regional expertise in the implementation of the NPT will be encouraged. Local staff will be trained preferably in the region.

Countries participating in the NPT programme

At present, the Netherlands government has selected nine countries for the NPT. Gradually more countries will be added to this list. The present NPT countries are Ethiopia, Ghana, Guatemala, Mozambique, Peru, Rwanda, Uganda, Vietnam, and Yemen.

Basic characteristics Netherlands Fellowship Programmes(NFP)

Objectives and target group

The new Netherlands Fellowships Programme NFP was launched in 2003. The NFP is focused on meeting the need for further training and capacity- building in a wide range of governmental, private and non-governmental organizations (educational institutions, planning agencies, ministries, community-based organizations, private enterprises, etc).

The NFP target group: mid-career professionals who are already in employment and who are nationals of one of 56 countries. Their employers nominate them for a fellowship and motivate why the course or degree programme is necessary.

Two programmes

The NFP consists of two programmes: the Academic Programme (AP) and the Training Programme (TP). Each has several modalities.

The purpose of the NFP Academic Programme is to enable professionals from developing countries to enrol in international post-graduate degree programmes (Master's and PhD) of one or more years which are provided entirely or partly by Dutch organizations. The NFP-AP offers the following modalities:

- Master's degree programmes
- PhD studies
- Refresher courses

The purpose of the NFP Training Programme is to enable professionals from developing countries to enrol in a diploma course or a course of tailor-made training of one year or less which is provided entirely or partly by a Dutch organization. The NFP-TP offers the following modalities:

- Short courses
- Tailor-made training
- Refresher courses

New

Some important differences as compared with earlier Nuffic managed Netherlands Fellowships programmes:

- fellowships will be awarded only to professionals, and not anymore to students;
- there will be no explicit age limit for applicants, instead, employers will have to describe the way the candidates new knowledge will be put to use after return;
- the Netherlands Embassies and consulates will give advice and have an important say in the selection process;
- priority is given to study and training that takes (partly) place in the region;
- aim is to spend at least half of the budget on candidate or organizations in sub Saharan Africa;
- another aim is to spend at least half of the NFP budget on women candidates.

Countries eligible for NPT and NFP

Albania	El Salvador	Namibia
Armenia	Eritrea	Nepal
Autonomous Palestinian Territories	Ethiopia ¹	Nicaragua
Bangladesh	Georgia	Nigeria ¹
Benin	Ghana ¹	Pakistan
Bhutan	Guatemala ¹	Peru ¹
Bolivia	Guinea-Bissau	Philippines
Bosnia	Honduras	Rwanda ¹
Brazil	India	Senegal
Burkina Faso	Indonesia	South Africa
Cambodia	Iran ¹	Sri Lanka
Cape Verde	Ivory Coast ¹	Suriname ¹
China ¹	Jordan ¹	Tanzania
Colombia	Kenya	Thailand ¹
Costa Rica	Macedonia	Uganda ¹
Cuba ¹	Mali	Vietnam ¹
Ecuador	Moldova	Yemen ¹
Egypt ¹	Mongolia	Zambia
	Mozambique ¹	Zimbabwe

¹ Only eligible for NFP

¹ Citizens from Hong Kong and Macao are exempted

¹ Countries that have been selected for participation in NPT so far

The NFP aims to increase the fellowships impact by linking them to the institutional development of organizations in developing countries. Fellowships will be awarded to individuals but their training must occur within the development of the local organization for which they work. In addition to the usual identification and assessment procedures for NFP in all 56 countries, in ten of them a new process for identifying demand for training will start. See the NFP brochure for more detailed information.

Ideas and suggestions

All comments from readers of this NFP-NPT Newsletter are most welcome. Please send your ideas, suggestions or articles to Marjo Gallé, mgalle@nuffic.nl, telephone +31 (0) 70 4260182.

The postal address is: Nuffic, Department for Human Resource and Institutional Development, PO Box 29777, 2502 LT The Hague, The Netherlands.

Colophon

The Netherlands Fellowship Programmes (NFP) and the Netherlands Programme for Institutional Strengthening of Post-Secondary Education and Training Capacity (NPT) are financed by the Netherlands Ministry of Foreign Affairs. The programmes are administrated by Nuffic in cooperation with Netherlands Embassies and Consulates.

E-mail:

- npt@nuffic.nl
- nfp-ap@nuffic.nl (for questions about fellowships for Master's Degree Programmes, PhD studies, Refresher Courses)
- nfp-tp@nuffic.nl (for questions about fellowships for Short Courses and Tailormade Training)

Websites:

www.nuffic.nl/nfp-npt

Design:

Grafisense BV / Rotterdam

Print:

Nuffic

Next issue:

September 2003

For more information please contact Mr Ad Boeren, NFP-NPT Coordinator, Nuffic Department for Human Resource and Institutional Development, P.O. Box 29777, 2502 LT the Hague, The Netherlands
Tel.: +31-(0)70 - 4260166
Fax: +31(0)70 - 4260189

This newsletter can also be found at the Nuffic website www.nuffic.nl