

# Report

## Sasol Ex-change workshop

July 2009.

### Introduction

On July 6, 8 and 9 2009 a workshop was organized by Sasol and Ex-change to discuss the following subjects of the Sasol Ex-change program:

1. Detailing the procedure of Ex-change with Sasol
  - Administrative procedures
  - Student procedures
  - Safety procedures
  - Information procedures
2. Log-frame 2008-2010  
Validity of the log-frame in relation with the changes, which took place in the Sasol organization as well as Ex-change as department of Edukans.
3. Evaluation
4. Vocational Education Sasol

Participants:

Sasol: Professor G.Mutiso, Chairman of the Board  
Mutinda Munguti, Manager of Sasol  
Mathew Kitema, Community organizer, trainer  
Peris Munyaka, Community organizer, trainer  
Elijah Kamama, Community organizer  
Fredrick Kimwilu, Community organizer  
Kennedy Mutati, Assistant technical supervisor  
Onesmus Mwangangi, Assistant Ex-change coordinator  
Annah Mutuku, assistant ex-change coordinator  
John Kinyoki, Intern technical water engineering

Ex-change: H. Haring, Manager Ex-change program

Facilitator: Adriaan Vrienten.

### Procedures

Aim of the discussion was to get a clear view on the procedures of the Sasol /Ex-change program and Sasol interaction with the Ex-change procedures.

Decided was to divorce the discussion in administrative procedures and student procedures.

## **Administrative procedures.**

Starting point are the strategic plans of Sasol and Edukans.

The Ex-change program is part of the strategic plan of Edukans.

In 2004 Sasol and Ex-change cooperated closely to develop a planning document called log-frame 2005-2010.

In 2007 the log-frame was reviewed and resulted in the log-frame 2008-2010.

The objectives of the log-frame are based on the strategy of Sasol and Ex-change.

Educes makes a yearly work plan for the different departments. The Ex-change program is one of the departments.

Part of the yearly work plan of Ex-change is the Ex-change/Sasol program.

The log-frame delivers the input for the yearly work plan of Ex-change/Sasol.

**Sasol makes a yearly activity plan.** The input is borrowed from the log-frame. This plan is geared to the Ex-change activity plan.

Based on the yearly activity plan Sasol makes a financial proposal and send it to Ex-change.

This proposal is part of the intake procedure of Edukans by Edukans's Foreign Department.

The intake results in a yearly partnership contract, drawn up by Edukans and signed by both partners.

A six monthly update report of the period January –June and an annual report of the period January - December is made by Sasol and sent to Edukans.

The formats of the reports are described in an appendix of the partnership contract.

## **Student procedures.**

The procedures referred to are the procedures, which take place at Sasol in interaction with Ex-change.

The characteristic feature of Ex-change is students.

Because of the structure of the Dutch education system and the structure of professions, students are connected with so called sectors. (Civil engineering, ICT, **trade and-marketing**, construction etc.)

So in the programming of student teams and activities, sectors are a basic principal.

To be assured of adequate and sufficient input for student assignments Sasol and Ex-change will develop a so-called sector tool.

A sector tool can be considered as a collection of project descriptions, ideas, possibilities etc.

Input for the sector tools:

- Log-frame
- Project descriptions
- Assignments
- Students reports
- Sasol reports
- New developments
- New ideas

**The Dutch side as well as the Kenyan side delivers input.**

The sector tool contains descriptions related to

- Products
- Technology
- Dissemination of best practices
- Vocational education

- Training
- New development subjects
- **Social, cultural and personal aspects.**

So to speak a sector tool is a box, which is usable to draw on information for student assignments.

The content of the sector tool gives input for the 3 monthly assignments for the student teams. Sasol makes the assignments.

The assignments are the input to put together the student teams by Ex-change.

**Student information e.g. team composition student CV's, teacher announcements, travel information etc. is sent to Sasol.**

On the bases of the assignments Sasol will recruit the twinning Kenyan students and send the relevant information to Ex-change.

The assignment is the input for the team proposal, which is made by the student team.

**Sasol, Ex-change and the schools the students belong to must approve this proposal.**

During the first two weeks of the internship in Kenya students pass through an orientation program and an operational plan is made, both by Dutch and Kenyan students.

This operational plan is sent to Ex-change and the schools the students belong to.

Halfway through the internship information about the progress is sent to Ex-change and the school.

A draft of the final student report must be finished two weeks before the end of the internship.

**Sasol assesses this draft.**

**Sasol adds an (standard) addendum.** It contains the result of the assessment of competencies like teamwork, learning progress etc. during the internship.

The draft of the report is sent to the school and Ex-change.

The definitive version of the report is sent to Sasol.

### **Health and safety procedure**

Aim of this discussion was to review on the headlines and look for possible new developments.

By law Sasol is responsible for the students during the internship within the Ex-change program.

Ex-change has a responsibility for the students as part of the Ex-change program.

The student has also a responsibility by his own.

Edukans has a safety handbook including a paragraph for the Ex-change internship abroad, a crises protocol and an outline on safety and security.

According to this paragraph students have to sign a so-called code of conduct and safety declaration.

However the code of conduct of Ex-change Edukans is not valid for the Kenyan law.

Part of the student orientation program of Sasol (Sept 2007) is also a safety paragraph.

A code of conduct and safety declaration, to be signed by Sasol and the student must be developed.

This document is the legislation of Sasol as a placement provider.

Special attention in the safety procedure is asked for evacuation.

Students are working in the field of previtady wider Kitui district, specifically Mutomo district and Yatta Plateau.

They are not always within direct reach of transport and/or adequate health care. The running procedures do not cover evacuation to an adequate hospital in case of emergency.

This kind of evacuation can be done by the African Air Rescue (AAR) organization.

Ex-change should be member of this organization.

In case of a direct evacuation a cash advance has to be paid.

Ex-change should have a bank account in Kenya, with, for instance, a mandate for Sasol to remove this barrier in case of emergency.

Ex-change has to check the possibilities of the student insurance in the Netherlands and Sasol will check the possibilities of AAR.

As it turns out in cases of (minor) accidents and diseases, the first action of most of the students is informing the parents.

The safety procedure of Ex-change says that they have to inform Edukans and Edukans will inform parents and schools.

However students have to inform Sasol directly for Sasol to make direct decisions and take the relevant actions.

Sasol has to inform Edukans.

To guarantee adequate and quick information it should be the responsibility of a student team to inform. This implies a need for a team leader and a substitute.

The codes of conducts and safety declaration of Ex-change and Sasol should be harmonized.

For safety reasons the above mentioned activities should be done as soon as possible.

At the end of the internship students sign an Exit Document.

This document discharges Sasol of its legal responsibilities. **However, if necessary, in the event of emergencies, Sasol takes moral responsibility for the students.**

## **Logframe**

Used documents:

- Logframe 2008-2010, July 2007 (Sasol Ex-change)
- Intake project/program, March 2009 (Edukans)

The logframe was placed on the agenda to make a review related to the changes in 2007 and 2008/2009.

Discussing the tenor of the two documents the following statements and conclusions were made:

Sectors are part of the structure of the Sasol Ex-change logframe.

The Edukans document is not based on sectors.

The Sasol Ex-change log-frame is in fact a planning document.

The Edukans document (page 3 and 4) is not as such.

The Edukans document is strongly tending towards education and training of young people.

Training is a substantial part of the Ex-change program but according to the key objectives of Ex-change the program extends beyond to include community development.

However the documents have many parts in common.

In respect to the above mentioned conclusions the following decisions were made:

- The log-frame 2008-2010 will be sustained so the running projects will not be disturbed.
- For the period 2009-2010 Sasol and Ex-change will develop a new log-frame.
- In the new developed log-frame the methodology of Edukans, Ex-change and Sasol will be integrated.

## Evaluation

It was decided to abandon planned internal evaluation because of three reasons:

- Lack of Ex-change students in 2008 because of the post-election violence in Kenya
- The transition of Ex-change as a department of Edukans
- SASOL's transition to a new strategy delivering new organizational structures and procedures.

The aim of the discussion was to discuss the procedure of the external evaluation of the Ex-change Sasol program as mentioned in the log-frame 2008-2010.

The documents used were:

- Draft ToR Evaluation Sasol Ex-change, June 2009 (Edukans Ex-change)
- Draft report on the Sasol Ex-change programme external evaluation preparation meeting, April 2008 (Sasol Ex-change)

Discussing the tenor of both documents the following conclusions were made:

That the external evaluation will cover the period 2002 (the start of the Ex-change Sasol program) up to and including 2009. This means that the evaluation covers two different periods: Ex-change as an independent organization (2002-2006) and Ex-change as a department of Edukans (2007-2009)

The objective of the evaluation is to assess the relevance, performance, efficiency and impact of the Ex-change Sasol program, referring to the key objectives of Ex-change.

The assessment will include the activities and outcomes, respectively outputs of the above-mentioned period possibly with the log-frames 2005-2010 and 2008-2010 as guiding documents.

The "draft report on the Sasol Ex-change programme external evaluation preparation meeting of April 2008" and the "draft ToR evaluation document June 2009" should be put together and rewritten into one document.

That Edukans contracts the evaluation team/consultants.

An assessment team should include at least one Dutch and one Kenyan consultant. The assessment will take at least one month of fieldwork in Kitui.

The following time schedule was discussed:

- Mid August 2009:

The integration of the documents “draft evaluation Sasol Ex-change” and the “draft report on the Sasol Ex-change programme external evaluation preparation meeting” will be discussed by Ex-change Edukans and transferred to one document. Sasol will review the draft.

- October November 2009:

Availability of Edukans budget

Decision on either external/internal evaluation

In case of external evaluation: Contract evaluation organization

- November 2009-May 2010:

Gathering relevant information and preparation of the evaluation.

June 2010: Evaluation.

Remark:

June is recommended because of the long rain season (April - May) will have ended. Travelling during the rainy season in the South of Kitui District, Mutomo district and Yatta Plateau is almost impossible.

### **Vocational Education.**

A SASOL draft internal paper on vocational education.

This report is made by Sasol and added to The Facilitator’s report as notification.