

Kitui, March 18 2010.

MPC South

Discussion report of 17th and 18th of March 2010.

Aim of the discussion was to come to a log-frame for the MPC South and to describe the relevance for TIVET (**T**echnical, **I**ndustrial, **V**ocational and **E**ntrepreneurship **T**raining) and the Ex-change program.

Statement: **MPC South is a training provider for non-formal and informal learning.**

Non-formal means in Kenya:

Education, which is not part of the education structure of the Ministry of Education. Polytechnics under the umbrella of the Ministry of Youth are non-formal learning institutes.

Informal means different learning and trainings aspects other than the non-formal like apprenticeship.

The main strategy of MPC South is:

- **Direct Poverty Alleviation (DPA).**
 - Integration of non-formal centre-based approaches with informal apprenticeship approaches.
 - Combining competency based curricula with didactic methods of instruction.
 - Linkages with labour market.
 - Linking Dutch Vocational Education Providers to Kenyan TIVET Providers.
 - Facilitating student Ex-change programmes (South-South and North-South) to share knowledge and experiences.
 - Integration of ICT, Entrepreneurship and Life Skills in the programs.
- **Strengthening Civil Society (SCS).**
 - Empowering local and cultural community structures, Self Help Groups (SHG's), School Management.
 - Committees and Parents-Teachers Associations on TIVET.
 - Linking TIVET Providers within the targeted sub regions to form networks.
 - Employing "Training of Trainer" (TOT) concept to stimulate ownership and sustainability.
- **Lobby and Advocacy (L&A).**
 - Deliberate linkages with local and national government ministries and agencies to influence policy for example establishment of the TIVET Authority.
 - Networking and creating partnerships within formal and non-formal TIVET Providers.
 - Awareness campaigns at grassroots, district and national levels.

Target groups:

- Post Primary (TIVET)
 - Age between 14 and 25.
 - Poor and marginalised
 - Starters
- Functional groups (TIVET)
 - Improvement of professional skills
- Secondary education (vocationalisation)
 - ICT
 - Life Skills
- Tertiary education (vocationalisation)
 - Life Skills
 - Providing internships for students

Disciplines:

- **Post Primary:**
 - Welding and Fabrication
 - Carpentry
 - Masonry
 - Mechanics (automotive)
 - Electronics
 - Hairdressing and beauty therapy
 - Dressmaking and design
 - Event décor and interior design

Life skills, entrepreneurship and ICT are integrated in all courses.

- **Functional groups:**
 - Dry land agriculture
 - Livestock
 - Goats
 - Cows
 - Poultry
 - Apiculture
 - Vegetables
 - Fruits
 - Cottage industry
 - Basketry
 - Weaving
 - Jewellery
 -
- **(Post) secondary**
 - Life skills
 - ICT
 - Preparing for entry of the labour market

- **(Post) tertiary**
 - Life skills
 - Preparing for entry of the labour market

The described strategies, target groups and disciplines make MPC South a centre for

- Training
- Innovation
- Information

The log-frame:

The logical framework (log-frame) is used to develop the overall design of a project, to improve project implementation monitoring and to strengthen periodic project evaluation.

The log-frame architecture describes:

- Objective(s)
- Outcomes
- Outputs
- Activities
- Performance indicators
- Monitoring and evaluation
- Assumptions

This log-frame has a term of six years, 2010 up to and including 2015.

Objective:

Provide access to appropriate knowledge as a contribution to innovation and development of Kitui communities.

Outcomes:

The outcomes should be described in measurable terminology.
The outcomes should be related to the highlights of the objective.

Here:

- Accessibility
- Appropriate knowledge
- Contribution to innovation and development

Accessibility:

Outcome:

Realisation of the first phase of a training centre with well equipped facilities by 2012.

Appropriate knowledge:

Outcome:

Improved appropriate knowledge for 120 post primary students, 2400 students of secondary education, 420 students of tertiary education and 24 functional groups.

Contribution to innovation and development:

Outcome:

Increased and improved livelihoods of the target groups.

Appointment:

- ***Sasol will discuss the outputs, activities, performance indicators, monitoring and evaluation and assumptions among themselves as a preparation for the meetings between Sasol and Ex-change May 2010.***

Relevancy of the Ex-change program related to MPC South.

A) Main objectives of the Ex-change program are:

1. Structural contribution to professional education in developing countries
2. Structural contribution to non-formal and informal learning of the local population
3. Structural contribution to development and stimulation of business trade.

B) Outlines of the Sasol Ex-change program are:

1. Provide local basic services (poverty alleviation) in combination with capacity building
2. Improve access to and relevancy of (vocational) education in Kitui district by creating exchange and transfer of knowledge, skills, attitude, behaviour and culture between Dutch and Kenyan participants (students, schools, communities, partners, NGO's)
3. Strengthening civil society, creating awareness/support on sustainable development.

C) Main objectives of the Learn for Work (L4W) program are:

1. Improve access to quality vocational education in Kenya
2. Improve the attainment (relevance and responsiveness) of the TIVET sector to the labour market.

D) Strategies of L4W program are:

1. Linking and learning between national institutes in Kenya in the field of TIVET, both in formal and non-formal settings, as also in urban and rural settings.
2. Linking and learning on TIVET expertise and structural involvement between Dutch TIVET related institutes with the Kenyan program.
3. Continuous strengthening CSO's and technical institutions involved in the program in Kenya.
4. Linking and learning on TIVET expertise and structural involvement between Dutch related institutions with the Kenyan program.

Points in common between the MPC South and the Ex-change program.

- MPC South is a training institute in the non-formal and informal setting in the Kitui district. Relevancy: A1,A2.
- Strategy:
 - o Direct Poverty Alleviation: A1, B1, B2, C2
 - o Strengthening Civil Society: B2, B3, D1,
 - o Lobby and Advocacy: B1, B2, D1

Target Groups:

- Post primary: A1, A2, A3, B1, B2, C1, C2,
- Functional groups: A3, B1, B2, B3, C2, D3,
- (Post) secondary: A1, A2, A3, B1, B2, D2,
- (Post) tertiary: A1, A2, A3, B2, C2, D1,

Disciplines:

All mentioned disciplines are relevant for the ex-change program related to the disciplines of exchange knowledge between Kenyan and Dutch students.

Objective:

The objective is in accordance with the main objectives of Ex-change.

Outcomes:

Realisation of the first phase of a training centre.

The Ex-change program has an added value on the realisation especially in accordance with objective B2.

Improved appropriate knowledge

Here the added value of Ex-change becomes evident in the training activities of the institute but also in terms of exploitation. Specially A and B).

Increased and improved livelihood of target groups.

Here the added value is found also in A and B.

So the relevance of MPC South with the objectives of the Ex-change program is there. The objective and outcomes are relevant but also the realisation and exploitation of the centre.