



# **Partnership Proposal**

## **TVET Ex-change**

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## **1. Basic data of the proposal**

### **Members of the partnership in The Netherlands:**

- i. Edukans Foundation, Ex-change department (lead organization)
- ii. Fontys Hogescholen (Higher Education Institute)
- iii. Hogeschool Leiden (Higher Education Institute)
- iv. ROC Koning Willem I College (Secondary Vocational Education Institute)

### **Support organizations in the Netherlands:**

- i. COLO (umbrella organization of Knowledge Centres on Secondary Vocational Education)
- ii. ECABO, KENTEQ, VAPRO-OVP, FUNDEON, Knowledge Centres in relevant disciplines
- iii. MBO Raad (umbrella organization of ROC's, Secondary Vocational Education)
- iv. ROC Eindhoven (MBO, affiliated through partnership with Fontys Hogescholen)
- v. ROC Leiden (MBO, affiliated through partnership with Hogeschool Leiden)
- vi. HBO Raad (umbrella organization of Higher Education Institutes)
- vii. CINOP (centre innovation & educational development MBO and HBO, incl. international)
- viii. NUFFIC (Dutch organisation for international cooperation in Higher Education)
- ix. Heijmans (company in Construction / Infrastructure, biggest placement provider in sector)
- x. *Later on: ICT company or organisation*
- xi. *Later on: Mechanical engineering, Electro technical, Energy*
- xii. *Later on: Water Quality*
- xiii. *Later on: Trade, (small) business development and employment / job creation*

### **Members of the partnership in Kenya:**

- i. Undugu Society Kenya (USK)
- ii. Nairobites
- iii. SASOL Foundation
- iv. Local Expertise Centre Kenya (LEC Kenya)

### **Support organizations in Kenya:**

- i. Nairobi Technical Training Institute (NTTI)
- ii. Kabete technical training insitute.(KTTI)
- iii. Mulango Youth Polytechnic
- iv. Sombe AIC Girls Secondary School
- v. Organization of Youth Empowerment and Solidarity (OYES)
- vi. Kenyatta University (through OYES)
- vii. Nairobi University (through OYES)

### **Lead of the partnership:**

Lead organization: Edukans Foundation, Amersfoort, Netherlands  
Department: Edukans Ex-change program  
Lead person: Henk Haring, senior account manager Ex-change

### ***Summary of the proposal, including the requested funding.***

The TVET Ex-change Learn4Work project is a partnership program based upon a holistic vision. Poverty alleviation, the first MDG, is taken as an interrelated problem in Kenya and internationally. It needs reconciliation between various angles; formal and non formal, urban and rural, technical and life skills, community, institutional and individual based, traditional and non traditional, and people, profit, planet and pleasure. Poverty or welfare is a human, an economic, an ecological problem, and a problem of education and 'energy'. And so are the challenges and the solutions. Without active commitment, involvement and passion, with holistic stakes and interests, development has no drive.

The TVET Ex-change partnership proposal combines these angles in focusing on the objective of improving access to good-quality vocational education in Kenya, and sustainably improving the linking of TVET in Kenya with the labour market. For that purpose, TVET Ex-change will establish linkages between the formal and informal sector in Kenya, and between the Kenyan and the Dutch TVET sector. The project will develop effective instruments for linking TVET to the (labour) market, will provide courses and training to trainees and students for improved entrance to the labour market (wage and self employment), and will develop and provide specific train the trainer programs. This will be done with a high participation by students, trainees, teachers, experts, institutions, networks and platforms in and around the TVET sector in Kenya and with involvement from the Netherlands.

The eight experienced TVET Ex-change partners, four from Kenya and four from the Netherlands, bring in an own contribution of 663.800 Euro in kind and in cash. The **requested funding** by Learn4Work amounts **261.480 Euro**. The total budget amounts to 925.280 Euro.

Sustainability of the project is highly guaranteed because the partnership is already involved in a running program of Edukans Ex-change. Dutch and Kenyan students, teachers, staff and experts learn and work together in a placement and twinning program for education and development.

The partnership aims on delivering the best practice on Learn4Work, and on strengthening awareness and investments in development. The own operations and programs of each respective partner will become improved and other parties in both countries and abroad could and should follow.

This way TVET Ex-change will mobilize capacities and investments for the purpose of Learn4Work, and by doing so, for increased opportunities for .... *the end of poverty!*

## **2. Background / rationale**

Kenya has strove to engineer and deliver TVET education to its populace. This has been made possible through establishment of TVET institutions either by the government or the private sector. The country's TVET sector is intended to absorb the large proportions of students who cannot progress to the secondary and higher levels of education. It is estimated that out of the approximate 600,000 graduates of primary education, only 55% (350,000) proceed to secondary schools. At the end of the secondary cycle only 20,000 proceed to universities, the rest (200,000) are expected to be catered for by the middle level colleges and TVET institutions whose existing capacity is inadequate.

The session paper No. 5 on Education and Training in Kenya indicates that the country has 4 national polytechnics, 17 Institutes of Technology, 1 Technical Teachers' Training College and 21 Technical Training Institutes. In addition, there are over 600 youth polytechnics (village polytechnics) distributed throughout the country. However, only 350 of the youth polytechnics receive Government assistance. The private sector operates close to 1,000 commercial colleges that offer courses in computers and non-technical areas of training.

### **Unemployment Rates in Kenya**

In Kenya, youth unemployment is a serious development issue and it is estimated that 64% of unemployed persons in Kenya are youth. Interestingly only 1.5% of the unemployed youth have formal education beyond secondary school level and the remaining over 92% have no vocational or professional skills training and the majority are found in the rural areas. Due to inadequate employment and livelihood opportunities in rural areas the tendency is to migrate to urban centers to look for such opportunities.

In reality, the high unemployment rate among youth who have completed basic education has become a sizable social problem and a reevaluation of education policy with reference to labor and industrial policy needs to be undertaken. The government envisages an intervention that involves a cross-section of existing TVET institutions and provision of a new technical training institute in each of the country's 8 provinces.

### **Gaps and problems in TVET sector in Kenya**

Kenya's education system ideologically puts unprecedented emphasis on the formal academic education at the expense of the TVET sector. This is well demonstrated by the speed at which national polytechnics and technical institutions are being converted into university campuses. The TVET's informal sector is still spearheaded by NGOs (for example Undugu Society of Kenya and OAIC) with no clear plan developed for the sector by the government. Lack of the will to implement policies in the informal and non formal sectors by the government has exposed the sector for exploitation by dubious private sector through cheap labour and below standards trainings.

There is lack of co-ordination of training which leads to disproportionate duplication in the production of skilled personnel across the sector. This mismatch between supply and demand for skilled labour is widespread and this has led to under-employment in the informal sector hence low productivity. The mismatch has been mainly due to the existing disconnect between the market (demand) and the training institutions (supply).

Other bottle necks in the TVET sector include:

- i. Obsolete/lack of physical infrastructure and tools leading to low quality of education
- ii. The current TVET curriculum is weak and not flexible enough to meet the technological changes and diverse needs of different clients. It does not incorporate life skills and does not support entrepreneurship
- iii. Enrolment in the traditional engineering and building course has dwindled
- iv. Trainers lack necessary industry-based technological skills updated through industrial attachment.
- v. Dramatic budget cuts followed by structural adjustment programs adversely affected public TVET systems to a large extent.
- vi. In Kenya TVET has always been associated with those who have failed in academics hence the negative attitude the sector suffers.
- vii. Quality orientation and creativity in TVET, both at micro and macro levels is lacking.
- viii. Inadequate facilities and capacities to cater for the large numbers of those who complete primary and secondary education and wish to undertake TVET
- ix. Weak/ absent Research and Documentation in TVET.
- x. Imbalance between rural and urban areas; few training institutions exist in rural areas as compared to urban centers.
- xi. Management structure and poor coordination; overall, the management of TVET institutions is spread across 10 ministries.

### **Interventions in progress**

During the recent TVET mapping exercise, it was generally observed that the Kenyan Government has initiated far reaching policy reforms. A national symposium held in November 2003 reviewed the current TVET status and made key recommendations that included:

- i. The establishment of a National Training Authority to over-see TVET development and co-ordination.
- ii. The development of a National Skills and Training Strategy,
- iii. Incentives to strengthen involvement of industry in financing skills training;
- iv. Promotion of centers of excellence and nurturing of creativity and innovation; and
- v. Promotion of a national qualification framework to enhance multi-entry points between technical, non formal and formal academic education and training.

Legal frame work for TVET has been reviewed (TVET Bill 2008) to provide for the establishment of a TVET Authority to oversee the TVET systems. This is intended to strengthen the mechanisms for the implementation of the necessary TVET reforms aimed at enhancing the capacity of the sub-sector. Other key documents that propagate for strong TVET sector in the country include The Gender Policy in Education, National Youth Policy and Kenya Education Sector Support Program

To enhance transition from primary to TVET, the government has a programme of Industrial Incubators whose objective is to inspire and enable TVET graduates set up small innovative growth oriented business enterprises for self-employment and enhance transfer of technology for industrial development. The impact and status of this program is yet to be established.

The Undugu Society of Kenya (USK) has a program in which street children are rehabilitated by identifying and training them in different informal skills and helping them set up businesses. AIC church also has TVET programs spread across the country targeting the urban and rural poor. Don Bosco church program also has similar TVET programs especially targeting the boys.

## **Proposed solutions**

TVET Ex-change intends to contribute to the solution of the problems described above by development of a set of instruments to improve attainment of the existing TVET supply to the needs of the market in Kenya. This will be done by linking and learning through a running international program, Edukans Ex-change, whereby Dutch and Kenyan organizations are working together in achieving educational and development goals. Dutch and Kenyan students and trainees combine their placement or thesis with meaningful and relevant work in Kenya. The program Edukans Ex-change leads to exchange of highly relevant knowledge, skills, expertise, attitudes, means and values, between Dutch and Kenyan students, and thereby also between teachers, educational institutes and TVET organizations, sponsor companies, experts, NGO's and communities in the Netherlands (the North) and in Kenya (the South).

By using the broader partnership of Edukans Foundation in Kenya, the Edukans Partner Program (EPP, coordinated by LEC Kenya), results and practices will be disseminated in Kenya, involving other TVET actors as well as governmental institutes. The same will be done in the Netherlands to the participants and the market of Edukans Ex-change and by Learn4Work meetings and presentations.

### **3. Objectives**

#### **General objective:**

*“To improve access to good-quality vocational education, in Kenya”*

#### **Additional objective:**

*“To sustainably improve the attainment of TVET Kenya to the labour market”*

#### **Short explanation of the project purpose.**

Starting point of this project lies in the needs of the labour market. The Kenyan economy seems not conducive enough when it comes to employment generation and business development. The TVET sector on its turn could become more responsive to the needs and development of the market in Kenya. This includes a lack of instruments and organization to attain TVET to the labour market as well as a need for improved relevance and quality content of TVET training.

Therefore, the project will establish linkages between:

- i. The formal and informal TVET sector in Kenya (3 NGO's, LEC Kenya and the involved educational institutes)
- ii. The Kenyan and the Dutch TVET sector (educational institutes and vocational / labour market organizations)

Through further professionalization, Edukans Ex-change is better able to access new funds from schools, students and companies. The new TVET project will strengthen fundraising opportunities.

This way the project is strengthening a program and network of traditional and non-traditional parties for vocational education and development in Kenya and the Netherlands. This will increase and sustain involvement, awareness, funds and educational outcomes for the purpose of improved access to good-quality vocational education in Kenya.

Students are offered opportunities to apply meaningful connections between themselves, their learning environments and the world around them. The program provides students with a realistic and balanced orientation to the complex network of interrelationships that comprise the total environment. This will be achieved by relating the learning experiences of the students and the total environment.

The TVET Ex-change project will develop and provide learning content for students in the areas of appropriate techniques in treating drinking water, keeping a good environment in class, in the work places as well as sustainable affordable ways of improving productivity by self employment and in companies. There is a wealth of relevant learning opportunities for the students in the communities, workplaces and other environments. The outputs of this exercise should culminate into a healthy environment, vibrant economy and equitable society.

#### **Contribution of the project to the achievement of the MDGs**

##### *MDG 1, Poverty reduction*

Through improved labour market oriented training (with life and entrepreneurial competences) provided for by the participating Kenyan NGO's and educational institutes, their trainees, students and graduates will have better chances on obtaining employment and incomes.



### *MDG 2, Access to Basic education*

The project improves access to good-quality vocational education in Kenya, especially to marginalized people and youth. This is done directly at the participating NGO's in Kenya and indirectly through dissemination of practises to other TVET, educational and development organisations and institutes in Kenya. TVET is and should be an important part of basic education, as well as a follow up to primary (and secondary) education. Moreover it should be an important ingredient for primary (and secondary) education, with life and livelihood skills and entrepreneurial skills. From all educational sectors TVET is most close to the biggest part of the (labour) market, in as well the formal and informal economy.

*MDG 8, Ensure that rich countries lift trade barriers to poor countries, lighten their debt burden, provide access to affordable medicines and make more financial aid available*

Big educational institutes and other organisations from the TVET sector in the Netherlands, as well as one of the leading NGO's in development and education (Edukans Foundation), are becoming structurally involved in sustainable development of TVET in Kenya, by providing means like expertise, capacity and finances as an addition to the running existing Edukans Ex-change program.

### **Target group of the project**

The target group consist of Kenyan youth, especially marginalized and special needs groups. In particular the following groups will be targeted by and at the Kenyan partner organizations:

| <b>Organization:</b> | <b>Target Groups:</b>            | <b>2009</b> | <b>2010</b> | <b>2011</b> |
|----------------------|----------------------------------|-------------|-------------|-------------|
| Undugu Society Kenya | Informal Skills Training Program | 500         | 500         | 500         |
| Nairobites           | ICT, ME and Life Skills Program  | 1220        | 1350        | 1500        |
| SASOL Foundation     | Community Training Program       | 75          | 150         | 200         |

### **Time span**

The project duration is from July 2009 up to December 2011.

#### **4. Results**

##### **The results the project aims to achieve**

*Developed and tested `instrumentation` for attaining TVET in Kenya to the needs of the labour market, at and by the participating Kenyan institutes and in cooperation with the Dutch partnerships and support organisations.*

This includes the development of respectively:

- i. *TVET labour market instruments*  
This implies the establishment of “TVET labour market committees”, including a TOR for the Committee. Major task is to detect the needs of the labour market, to identify the gap(s) with existing TVET, and advising on improved TVET curricula and training courses.
- ii. *Content of TVET training courses and education*  
This includes elaborating and adapting TVET courses, including the Edukans Ex-change twinning and scholar program. A track and trace system will be developed and implemented on improved labour market entrance by students and trainees.
- iii. *Trained teachers, trainers, staff and management / project staff in respective partner NGOs*  
Train the trainers on several subjects regarding content of TVET and teaching / coaching methods, and staff and management on linking TVET with labour market.

##### **Indicators to measure progress on output**

- i. Organizational structures of partner organizations/institutions and labour market committees
- ii. Number of committees, incl. representation regarding labour market
- iii. Availability and quality of instruments for labour market needs, gap, SWOT analyses
- iv. Results and advises from needs analyses to TVET
- v. TVET training courses / education curriculum, as per Ministry of Science and Technology
- vi. Number of adapted TVET courses and education, per partner NGO/institution
- vii. Number of newly elaborated TVET courses and education, per partner NGO/Institution
- viii. Number of newly trained students and trainees
- ix. Appreciation of gained competencies and improved labour market perspectives by students
- x. Track and tracing system by partner organizations and schools
- xi. Trained teachers, trainers, staff and management
- xii. Number of trained TVET trainers able to apply and use the adapted and newly elaborated TVET courses
- xiii. Number of trained staff and management involved in linking TVET with labour market

##### **Indicators to measure progress on outcomes regarding target groups**

- i. Time between graduation and first job (wage or self employment), in 2009, 2010 and in 2011, compared to a reference group and baseline data from 2008
- ii. Percentage of graduates achieving a job in their own discipline, in 2009, 2010 and 2011, compared to a reference group and baseline data from 2008
- iii. Level of income received in the first job, in 2009, 2010 and 2011, compared to a reference group and baseline data from 2008
- iv. Sustainable labour market committees, programs and employed/socio-economically stable TVET graduates beyond 2011
- v. Changed attitude towards TVET program and graduates by the publics (both Market and higher learning institutions – Universities)

## 5. Strategy and approach

The objectives of the project will be achieved by focusing on two major strategies:

- i. linking and learning between national institutes in Kenya in the field of TVET, both in formal as informal settings, as also in urban as rural settings,
- ii. linking and learning on TVET expertise and structural involvement between Dutch TVET related institutes with the Kenyan program.
- iii. Continuous strengthening CSOs and technical institutions involved in the program in Kenya

For both linkages the focus is especially on the attainment of TVET in Kenya with the labour market in the formal and the informal economy of Kenya, in urban as well as in rural areas. The institutes and their teachers and students will add tot the development of TVET labour market instruments in Kenya (projects and workshops on TVET labour market committees, new and adjusted training courses, and train the trainer programs).

An additional important component in the strategy is structural involvement of non traditional parties in TVET development. In Kenya as well as in the Netherlands non traditional parties like educational institutes and vocational and business organizations become involved in the development activities mentioned above. This concerns a big partnership of four Dutch and eight Kenyan organizations, with five NGO's and seven schools at different levels (youth polytechnics, secondary girls school, higher polytechnics, secondary vocational and higher education), providing formal and informal TVET training and education. By and making use of a support group in the Netherlands and in Kenya, other professional institutes and experts in the field of TVET are involved in the project, from business sector to vocational education and government related (in education and development).

Besides institutional involvement, a large number of Kenyan and Dutch youth, students, graduates, teachers, experts, teachers, staff and management will be involved and exposed individually. All participants, from institutional to individual, have their own stakes and interests in involvement in TVET Ex-change. This is an important factor in gaining sustainability and long term commitment for further development regarding TVET, in Kenya and in relation with the Netherlands.

Moreover, the fact that TVET Ex-change training not only includes job-specific skills and knowledge but also emphasizes on social-communication related skills and knowledge, cultural-international and personal (attitude and self-knowledge) competencies adds significantly to sustainable, structural and motivated involvement and development.

## **6. Activities to be implemented**

### **Strategic key activities**

#### **i. Development of TVET labour market instruments**

The participating Kenyan NGO's and educational institutes will take care of establishment of "TVET labour market committees", including a TOR for the Committee(s). Further major tasks will be detecting the needs of the labour market, identifying the gap(s) with existing TVET, and advising on improved TVET curricula and training courses.

#### **ii. Adapt, develop and implement TVET training courses and education**

Elaborating and adapting the TVET courses of participating Kenyan NGO's and educational institutes, for their students and trainees. This includes the involvement in the Edukans Ex-change program, whereby Dutch students are twinned with Kenyan students/graduates on a yearly base in 3 shifts of 3 months. This project involves 3 Dutch schools who each provide 14 students a year, a total of 42 Dutch students a year. These students will be twinned with local students and graduates by the partner organisations SASOL, Undugu and Nairobits (see annex table for numbers of students). Besides job-specific skills and knowledge TVET Ex-change emphasizes on social-communication related skills and knowledge, international-cultural expertise, livelihood and entrepreneurial skills, and other life and personal (attitude and self-knowledge) skills. A track and trace system will be developed and implemented on improved labour market entrance by students and trainees in target groups. Data will be sampled and compared between a baseline 2008, with the project years 2009, 2010 and 2011.

#### **iii. Trained teachers, trainers, staff and management**

The participating Kenyan with their Dutch educational partners, will develop and will deliver support regarding respectively; "train the trainer", on several subjects regarding content of TVET and teaching methods for trainers and teachers, and for staff and management on linking TVET with labour market.

### **Specific activities**

The specific activities in these three major categories are carried out on a continuous base by the partner organizations, with a focus of activities in Kenya and with support from the Netherlands. Three times a year, workshops of 2-3 days are organized in order to bring activities and progress in the respective categories together and to add further value to the development of the project. Participants in these activities and workshops are experts, teachers and staff from the participating organizations in Kenya and in the Netherlands. The workshops match with the ongoing program Edukans Ex-change and the need of having Dutch teachers and experts visiting the program in Kenya. Therefore, the workshops are planned in March, June and October, halfway the shifts of 3 months each of the Ex-change program. Each workshop will be prepared in specific meetings on the subjects in the Netherlands and in Kenya by the respective partners.

Besides Dutch students from Edukans Ex-change, students and trainees from Kenya are involved:

- i. local students involved in the Ex-change programs of SASOL, Undugu and Nairobits
- ii. regular students and trainees from Undugu, Nairobits and SASOL
- iii. regular students and trainees of the other educational partners in TVET Ex-change in Kenya.

The Dutch and Kenyan students (or graduates) participate in the placement program of Ex-change on a yearly base (with three placement shifts / batches of three months in a year) (see table on next page).

All students, Dutch and Kenyan, need to be acquired, selected, informed and prepared, trained, guided, transported, housed, assessed and monitored. This is done by all partners involved, by management, staff and teachers. Students involved are responsible for their own task like preparing a plan of work, executing their planned activities, reporting and disseminating final results, and of course, being involved in the development and testing of additional TVET training materials.

Students and trainees at different levels (incl. degree level, diploma level) are placed and trained in practical settings, from informal to formal, including apprenticeship and industrial placements. Also additional attention is paid to learn about social, cultural and economic environments and improving personal capacities to enter the labour market, by wage or self employment.

On a yearly base, the following Ex-change students from Kenya and the Netherlands will be involved (for 2009 this means 1/3 of this amount):

| <b>Ex-change students NL</b> | <b>Total</b> | <b>CE/Con*</b> | <b>WQ*</b> | <b>ME*</b> | <b>SBD*</b> | <b>ICT *</b> |
|------------------------------|--------------|----------------|------------|------------|-------------|--------------|
| Fontys Hogescholen           | 14           |                | 2          | 4          | 4           | 4            |
| Hogeschool Leiden            | 14           |                | 8          |            | 6           |              |
| Koning Willem I College      | 14           | 8              |            | 4          |             | 2            |
| <b>TOTAL Ex-change NL</b>    | <b>42</b>    | <b>8</b>       | <b>10</b>  | <b>8</b>   | <b>10</b>   | <b>6</b>     |

| <b>NL studs at partner KE</b> | <b>Total</b> | <b>CE/Con</b> | <b>WQ</b> | <b>ME</b> | <b>SBD</b> | <b>ICT</b> |
|-------------------------------|--------------|---------------|-----------|-----------|------------|------------|
| SASOL                         | 28           | 8             | 10        | 2         | 8          |            |
| UNDUGU                        | 8            |               |           | 6         | 2          |            |
| NAIROBITS                     | 6            |               |           |           |            | 6          |

| <b>KE Ex-change students</b> | <b>Total</b> | <b>CE/Con</b> | <b>WQ</b> | <b>ME</b> | <b>SBD</b> | <b>ICT</b> |
|------------------------------|--------------|---------------|-----------|-----------|------------|------------|
| SASOL                        | 28           | 8             | 10        | 2         | 8          |            |
| Undugu                       | 8            |               |           | 6         | 2          |            |
| Nairobi                      | 6            |               |           |           |            | 6          |
| <b>TOTAL Ex-change KE</b>    | <b>42</b>    | <b>8</b>      | <b>10</b> | <b>8</b>  | <b>10</b>  | <b>6</b>   |

- CE/Con      Civil Engineering / Construction
- WQ            Water Quality
- ME            Mechanical Engineering, Energy, Electronics
- SBD          Small Business Development, Tourism, Marketing / Communication
- ICT            ICT

Other involved student and trainee populations have been given before as target group information:

| <b>Organization:</b> | <b>Target Groups:</b>            | <b>2009</b> | <b>2010</b> | <b>2011</b> |
|----------------------|----------------------------------|-------------|-------------|-------------|
| Undugu Society Kenya | Informal Skills Training Program | 500         | 500         | 500         |
| Nairobi              | ICT, ME and Life Skills Program  | 1220        | 1350        | 1500        |
| SASOL Foundation     | Community Training Program       | 75          | 150         | 200         |

### **More specific tasks and responsibilities of the TVET Ex-change partnership:**

- i. Organization, coordination, management and reporting by the lead Edukans Ex-change
- ii. Supportive co-organization and coordination by LEC Kenya on the Kenyan partnerships
- iii. (Co-)organizing and attending 7 workshops for TVET Ex-change purposes by all partners
- iv. Identifying partners: industries, polytechnics, universities, entrepreneurs informal sector
- v. Establishing Committees for the purpose of Attaining TVET to Labour Market
- vi. Labour market research, gaps analyses, advice for TVET Ex-change goals and target groups
- vii. Inventory, development and testing of TVET Ex-change training material
- viii. Develop and implement a track and trace system incl. baseline data on target groups
- ix. Developing and testing of a TVET Ex-change Train The Trainer program
- x. Identification of Dutch and Kenyan students for Ex-change twinning program
- xi. Identification of other Kenyan students as target groups at partner institutes
- xii. Identification of Kenyan host families and communities
- xiii. Attachment of students to placements in Kenya (industries etc.)
- xiv. Guidance and follow up in the progress of the students
- xv. Prepare the fortnight reports on the progress of students
- xvi. Organizing educational tours and events at communities for exposure
- xvii. Prepare a summative report for the project
- xviii. Linking and learning during project period, within project and Learn4Work network
- xix. Dissemination of (best) practices through KEP-LEC and Edukans Foundation

More details of each task will be put in the operational plan directly after a possible go for the project.

## 7. Resources

The budget in **annex 2** provides information regarding incomes (in kind and cash) and expenditures. Incomes are based on the involvement of the three Dutch schools (in kind), student and company sponsoring (in cash) of Edukans Ex-change, and on Foreign Program funding (in cash) by Edukans Foundation. In kind activities of Edukans Ex-change and Edukans (Ex-change) partners in Kenya are not taken into the budget because they are already funded by the Dutch government.

Funding from Learn4Work will cover the costs for workshops Kenya, input of Dutch teachers/experts on the workshops, and development of TVET labour market instruments in Kenya, including training materials and train the trainer activities. Also the costs for coordination in Kenya and extra administrative coordination by the lead Edukans Ex-change will be covered by funding from Learn4Work, including additional facilitation by a professional Dutch volunteer on TVET .

Because the total budget is relatively big regarding the expected availability on Learn4Work funding it has been decided, in commitment with the Learn4Work coordination, not to apply for the full amount.

A summary of the TVET Ex-change budget for the whole project period of 2,5 year, is given below.

|                    |           |
|--------------------|-----------|
| Incomes            | € 663.800 |
| Expenditures       | € 925.280 |
| Learn4Work Funding | € 261.480 |

## **8. Added value, management and organization of the partnership**

### **Strengths and expertise of the partnership**

The strength of the partnership lies in its diversity of NGO's and educational institutes, formal and informal, traditional and non traditional, urban and rural, established long ago and recently, from Kenya and from the Netherlands, but all driven by the same vision and approach of education and development. Development is about learning, learning is about development, working and learning in an inclusive way, related to the individual self and the environment around, from local to global.

The Kenyan partners SASOL Foundation, Nairobi and Undugu Society of Kenya are acknowledged and highly appreciated organizations with impressive track records in the field of capacity building, community organization and/or vocational training / education. They represent urban and rural areas, new and traditional technologies, community based and institutional vocational training and education. They are well equipped to maintain relations with governmental bodies, from national to district level. The three partners also link up with youth polytechnics, primary and secondary schools, higher (polytechnic) education and universities. These institutes will be involved in the TVET Ex-change project through a support group, and possible subcontracting. This applies also to OYES (Organization of Youth Empowerment and Solidarity), a new concept dealing with the development and provision of soft skills training for students, graduates, trainees and drop outs.

The Dutch partner representing the development sector is Edukans Foundation, having a lead position in the field of education within the ICCO Alliance, one of the five biggest NGO's of the Netherlands. The same applies to the three educational partners, Fontys University of Applied Sciences, University of Applied Sciences Leiden, and Koning Willem I College (Secondary Vocational Education). They are among the biggest educational institutes in the Netherlands, and progressive in competence based education and internationalization. Together with the support group of sector, expertise and umbrella organizations, they represent a tradition of dual education and the apprenticeship system in all sectors. Linkage systems of Education with the Labour Market and with the private sector are common.

The partnership is already structurally participating in the Edukans Ex-change program. This forms a solid base for further quality improvement and strengthening of linking and learning by TVET Ex-change and the final Learn4Work objective to improve access to good-quality vocational education.

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### **Added value of the partnership to achieve the project objectives**

The partnership brings together a vast knowledge and experiences of students, teachers, organizations and institutes creating a knowledge pool from which partners in the North and the South can share. TVET Ex-change brings in a concept and program for (inter)national, regional and local linking and learning in Vocational Education, from Secondary Vocational and Apprenticeship up to Higher Education and University level. It combines highly professional and relevant participation by:

- i. Micro: students, teachers, school managers, company experts, community members
- ii. Meso: NGOs, educational institutes and expertise centres, companies, communities
- iii. Macro: NGO and educational networks, employer and union networks, ministries

TVET Ex-change creates energy and synergy by the understanding and involvement of stakes and interest by each participant at every level, and at different angles: education, economy, the public domain, and the planet. Human Resources and Economical goals, Product Market Development and Corporate Social Responsibility are combined and integrated into an Integrated Development program. As such, involved and committed learning is the binding and strongly motivating factor for



development by the TVET Ex-change partnership: individually, educationally, economically, and for the public in general.

The Ex-change program therefore is highly inclusive; it includes environments of the student in private life, school, labour market and the public domain (incl. media). Besides learning outcomes for students (technical, professional, intercultural, international) and institutes in both South and North the program offers results in the South on capacity building, employability and infrastructure related to access and quality of education. Regarding the Kenya mapping (validation workshop) all five development pillars/sectors are part of the Ex-change program Kenya: civil engineering, agriculture, energy and environmental, Information Technology and Eco-Tourism.

### **Individual interests to be part of the partnership for each member**

**Edukans Ex-change** has in interest to take the lead in this partnership because project and program are highly matching with the vision and approach of the Ex-change program established in 2000. The program organizes educational involvement in development projects by students, teachers and their institutes, from lower to higher (vocational / applied) education in the Netherlands with colleague students, trainees, graduates, schools, communities and NGO's in development countries. This is done in long term co maker ship relations with NGO's in Kenya and later on Ghana, Malawi and India. Also, there is a strong link with company sponsoring, funding and with awareness raising. This way the program enhances development for all participants involved, which is the best guarantee for sustainable development. The Learn4Work project offers support for deepening and enriching the program, developing tools, instruments and improved TVET courses, teaching, and out flux of students, for existing and new partners in Kenya and the Netherlands. Moreover, it is expected and hoped for, that the program will gain attention significantly by important stakeholders and parties. Combined with our ambition, the program could become available to other traditional and especially non traditional development participants in the Netherlands and Kenya, and in the world around.

An ambition of **Hogeschool Leiden** is to undertake more international activities. The Learn4Work project TVET Ex-change does fit in with this ambition. The project will offer possibilities to our students and lecturers to gain international experiences. In this regard Hogeschool Leiden signed a covenant with Edukans on the Ex-change program. Next to this the Learn4Work project is in line with our aim to be involved in social responsible developments.

Part of the mission of **Fontys University of Applied Sciences** is to contribute to individual development and value awareness of its students. Studying and discussing about sustainability and professional ethics is essential to contribute to the development of students into mature partners in the global civil society. Therefore Fontys was one of the initial subscribers of the Schokland Accoorden. In its education and research, Fontys is active in promoting and implementing internationalisation programmes for its staff and students, like international exchange programmes, international internships and development projects. Fontys is committed to further widen and deepen the existing internationalisation activities together with the project partners with this project, both for its own students as for other beneficiaries.

**Koning Willem I College** already participates in the Edukans Ex-change program in order to offer opportunities and competencies to our students on international, intercultural and sustainable development. The chance to act on Corporate Social Responsibility is a meaningful addition to our school, with a proactive participation in sustainable education in the Netherlands. Participation in the Learn4Work project TVET Ex-change is offering excellent opportunities to put our expertise at work in a highly relevant context, while at the same time gaining competencies as institute and organisation and by doing so, improving our ability to provide quality education to our students.

**SASOL Foundation** is committed to extend and exploit the potentiality of vocational education by exposing the youth to multidisciplinary relevant and quality training opportunities. This will add to the water platforms and capacity building programs and achievements by SASOL NGO in the Kitui district, a semi arid area in the South of Eastern Province, and one of the poorest districts of Kenya.

**Undugu Society of Kenya** is an organization that works with poor children in the urban slam areas and relate empowerment strategy of Undugu, and thus strives to equip the out of school youths with relevant employable skills for survival. Undugu is interested in taking part in this exercise because we have worked from along time in the technical training areas and the concept of Learn4Work and the TVET Ex-change project are in line with developing skills of the youth for self reliance. Through this experiences and achievements we will be able to improve on the Undugu skills training program.

**Nairobi** is a youth based organization empowering youths from the informal settlements of Nairobi by providing them with creative and innovative ICT skills, social skills and opportunities to develop themselves. By linking and learning and improved labour market orientation, the Learn4Work project TVET Ex-change offers further strengthening of our vision and mission of changing the lives of less privileged children and youth.

Major motivation of **LEC Kenya** is to be part of this Learn4Work partnership project that empowers the youth, to act as a capacity builder, to provide technical assistance and to be a change agent, in order to encourage and sustain concrete practical achievements on the millennium goals.

### **Tasks and responsibilities of the partners and agreement(s) reached**

The Kenyan partner NGO's are working on the project and the three major activity groups on a continuous base. LEC Kenya, the coordinating body of Edukans Foundation in Kenya, will be the main coordinator of the project. For specific tasks in distinctive activities LEC Kenya makes use of professional assistance by O-YES, e.g. in research and advise on linking TVET with labour market and in development and testing of TVET training content by partnership organizations.

For Undugu, Nairobi and SASOL workload, tasks and responsibilities will be streamed with and covered by the running Edukans Ex-change program as much as possible. Relations and inputs by the Kenyan educational institutes are organized by the three respective Kenyan NGO's.

The involvement of other educational institutes and LEC Kenya, and subcontracting with O-YES, will be covered by the Learn4Work project TVET Ex-change.

The involvement of the three Dutch educational institutes, for as far as it exceeds the activities for the running Ex-change program, will be covered by the Learn4Work project proposal as well. The specific TVET Ex-change project activities will be streamed as much as possible with the running Ex-change activities, in order to reduce costs as much as possible and even more important, to achieve synergy and integration between traditional and non traditional development parties, and further sustainable (TVET) development in Kenya.

The lead coordination Edukans Ex-change will be matched and covered with the running Ex-change program as far as it concerns the project management. Administrative support however is needed for the Ex-change department, and needs to be covered by the TVET Ex-change Learn4Work project. Also, there is a need for facilitation on the workshops, like preparation in the Netherlands and execution and reporting in Kenya. This will be done by a professional volunteer from TVET sector in the Netherlands, with only travel and allowance costs to be covered by the Learn4Work budget.

The tasks and the responsibilities for the partners will be as follows:

- i. Organization, coordination, management and reporting by the lead Edukans Ex-change
- ii. Supportive co-organization and coordination by LEC Kenya on the Kenyan partnerships
- iii. (Co-)organizing and attending 7 workshops for TVET Ex-change purposes by all partners
- iv. Identifying partners: industries, polytechnics, universities, entrepreneurs informal sector
- v. Establishing Committees for the purpose of Attaining TVET to Labour Market
- vi. Labour market research, gaps analyses, advice for TVET Ex-change goals and target groups
- vii. Inventory, development and testing of TVET Ex-change training material
- viii. Develop and implement a track and trace system incl. baseline data on target groups
- ix. Developing and testing of a TVET Ex-change Train The Trainer program
- x. Identification of Dutch and Kenyan students for Ex-change twinning program
- xi. Identification of other Kenyan students as target groups at partner institutes
- xii. Identification of Kenyan host families and communities
- xiii. Attachment of students to placements in Kenya (industries etc.)
- xiv. Guidance and follow up in the progress of the students
- xv. Prepare the fortnight reports on the progress of students
- xvi. Organizing educational tours and events at communities for exposure
  
- xvii. Prepare a summative report for the project
- xviii. Linking and learning during project period, within project and Learn4Work network
- xix. Dissemination of (best) practices through KEP-LEC and Edukans Foundation

The partnership agreement stipulates the role of each partner in the implementation of the project.

## **9. Lead organization**

The Edukans Ex-change department has the lead role in this project. Edukans is located in Amersfoort. Edukans is a foundation, registered under number 32092131 at the Netherlands Chamber of Commerce Amersfoort. Contact person for Edukans Ex-change department is Attn. Mr. Henk Haring, senior account manager Ex-change. The address of Edukans; P.O. Box 1492, 3800BL Amersfoort, The Netherlands. Edukans annual turnover is 15 M. Euro, Annual Report 2007 (Jaarverslag), p.42.

Furthermore Edukans has a ISO certified quality assurance system, a CBF certification on fundraising, uses a management information system (Navision), and has well equipped offices and several support staff for financial, administrative, public relations and marketing purposes. The total Edukans staff counts over 40 persons and is managed by a management team of 6 staff, including the director.

Within the Ex-change department two professionals are full-time available for developing students' assignments, training and guiding students before, during and after their internships. They are supported by other staff members for administrative purposes, marketing and training. In the education programme department staff is available for monitoring projects, contracting and financial issues. The Ex-change department is developing an International Communication Centre (ICC), which is a internet based content system for exchange of information and reports among the students and the organisations involved.

## **10. Monitoring, evaluation and impact**

In the first project phase, planning and organization for the whole project period will be discussed and settled by the members of the partnership. This includes monitoring, evaluation and reporting tools.

The PME systems of the respective partner organizations, focusing upon their specific target groups, will provide input to the TVET Ex-change project organization. In Kenya this will be coordinated by LEC Kenya while in the Netherlands coordination will be taken care of by Edukans Ex-change.

Using the Learn4Work evaluation grid, the PME system of Edukans Foundation provides the standard key features to assess the results and indicators that have been mentioned in chapter 4 on results. This way, the monitoring tool will capture the key agreed upon process outcomes. By developing and implementing baseline studies and tracing systems on students and trainees, progress will be measured on output and outcomes regarding target groups and their TVET training.

## **11. Innovative character of the proposal**

TVET Ex-change project will work towards achieving the millennium development goals numbers 1, 2 and 8, by improved linking and learning between Education and Labour Market in Kenya, by involving non traditional partners in a sustainable long term development program, by linking Kenyan with Dutch stakeholders, and by doing this through involving individual up to institutional levels on bases of shared interests and motivation, covering 4 the P's: People, Profit, Planet and Pleasure.

The project will work out ways of accelerating the achievement of the millennium development goals by lobbying and advocating on the MDG's 1, 2 and 8 in the private and public sector in Kenya, and in the Netherlands, and with a focus on improving TVET education in Kenya as follows:

- i. strengthening and improving the non formal education provision methodology
- ii. introduction of modern teaching and learning AID's in public and private schools
- iii. provision of education and skills that easily lead to self employment
- iv. creation of awareness on the importance of sustaining the environment at the community level and national level.

## **12. Awareness raising and fund raising in the Netherlands**

Communication on TVET Ex-change will be included in the activities by Edukans Ex-change. As an NGO Edukans attracts funds and awareness for development goals. In addition, the three large educational institutes in the Netherlands, having a covenant with Edukans Ex-change, do offer new communities and potential for awareness and fund raising. Dissemination of best practises by Dutch members of the partnership will also be an important tool for raising awareness, funds and new participants in the future. Moreover, the support group with traditional and non traditional partners in development, is a potential platform for dissemination and awareness and fund raising.

Thus, the TVET Ex-change linking and learning by stakeholders at the distinctive levels and based upon solid stakes, will create increased structural involvement in the Ex-change program, and increased quality and involvement in linking TVET with the (labour) market. Besides expertise and capacity this includes structural fundraising and sponsoring for the long term, in the Netherlands and in Kenya, by individual students, their communities, schools, institutes and sponsor companies.

As a side effect income generating activities and small business development by partner institutions and their target groups in Kenya, will become stimulated by the TVET Ex-change project. Also program-related tourism (former students, family, teachers, experts, sponsors) could provide additional capacity and funds for development of TVET Ex-change goals in Kenya on the long term.

## **13. Linking and learning**

Through linking with partners in North and South, the organizations involved in the project will benefit from the exercise. Students in the North undergo through a training system that is advanced in educational technology while those in the South have a limitation in accessing these facilities. This affects the learning developments of the students in the South. It is from this TVET Ex-change project that the students will identify strengths and opportunities for jobs and development through a SWOT analysis. Under the performance management, learning and development practitioners have linked performance and learning and measuring the value of training in from of improved performance.

## **14. Risk assessment and sustainability**

The partners may not achieve the objectives and results for this project:

- i. If partners do not share a common understanding of the project concept and how it adds value to improvement of performance in the partner organisation, or when implementation strategy is not clearly defined for the implementing organisations. The partners in the proposal are highly committed and experienced in working together. With sufficient communication and a first workshop functioning as a kick off meeting this issue could be handled sufficiently.
- ii. In case of having less students or teacher / experts (involved or travelling), or a smaller target group compared to planning in this proposal, the quantitative results may not be achieved like it has been planned in the proposal. The planning however, is rather low scale and realistic, with feasible numbers of students and teachers involved. And to a certain extent it is possible to shift and share between different disciplines in case of better supply from that sector. These issues will be settled on a yearly and even quarterly base (matching with the three phases).
- iii. In case of clashes or other disasters, or a pandemic situation on health care, the Dutch Ministry of Foreign Affairs advises negatively on Dutch students, teachers and others to travel to Kenya. In that case, the involvement of Dutch partners is reduced, including the counting of working days and costs that are part of the budget calculation. The Learn4Work project and budget will be revised and acknowledged for on a yearly base.

**Annexes:**

- |                                                         |                        |
|---------------------------------------------------------|------------------------|
| 1. <u>partnership agreement, signed by all partners</u> | Separate from document |
| 2. <u>budget, including income and expenditures</u>     | page 22 - 23           |
| 3. <u>CV of the project manager</u>                     | page 24 - 25           |
| 4. <u>annual report of the lead organization</u>        | Separate from document |

***Annex 2 Budget, including income and expenditures:***

| <b>TOTALS</b>                                                        |                   |             |                     | <b>2009</b>      | <b>2010</b>      | <b>2011</b>      | <b>TOTAL</b>     |
|----------------------------------------------------------------------|-------------------|-------------|---------------------|------------------|------------------|------------------|------------------|
| Own contribution TVET Ex-change partners Netherlands                 |                   |             |                     | € 95.720         | € 284.040        | € 284.040        | € 663.800        |
| Demand on funding by Learn4Work                                      |                   |             |                     | € 38.680         | € 111.400        | € 111.400        | € 261.480        |
| <b>TOTAL GENERAL BUDGET</b>                                          |                   |             |                     | <b>€ 134.400</b> | <b>€ 395.440</b> | <b>€ 395.440</b> | <b>€ 925.280</b> |
| Potential demand on funding by Learn4Work                            |                   |             |                     | € 47.860         | € 142.020        | € 142.020        | € 331.900        |
| <b>INCOME (by Dutch participants, in kind and cash)</b>              |                   |             |                     | <b>2009</b>      | <b>2010</b>      | <b>2011</b>      | <b>TOTAL</b>     |
|                                                                      | <b>unit costs</b> | <b>unit</b> | <b>total budget</b> |                  |                  |                  |                  |
| Own costs taken by students (ticket, subsistence 3 months, etc.)     | € 1.500           | 42          | € 63.000            | € 21.000         | € 63.000         | € 63.000         | € 147.000        |
| Guidance by teachers 28 hours per student x € 65                     | € 1.820           | 42          | € 76.440            | € 25.480         | € 76.440         | € 76.440         | € 178.360        |
| Management coordination 80 hours a year per school x € 65            | € 5.200           | 3           | € 15.600            | € 6.240          | € 15.600         | € 15.600         | <u>€ 37.440</u>  |
| <b>Total In kind</b>                                                 |                   |             |                     | <b>€ 52.720</b>  | <b>€ 155.040</b> | <b>€ 155.040</b> | <b>€ 362.800</b> |
| Fundraising by students                                              | € 500             | 42          | € 21.000            | € 7.000          | € 21.000         | € 21.000         | € 49.000         |
| Fundraising by Edukans Ex-change through sponsor companies           |                   | 1           | € 63.000            | € 21.000         | € 63.000         | € 63.000         | € 147.000        |
| Own contribution Edukans Foreign Program Department                  |                   | 1           | € 45.000            | <u>€ 15.000</u>  | <u>€ 45.000</u>  | <u>€ 45.000</u>  | <u>€ 105.000</u> |
| <b>Total Cash</b>                                                    |                   |             |                     | <b>€ 43.000</b>  | <b>€ 129.000</b> | <b>€ 129.000</b> | <b>€ 301.000</b> |
| <b>Own contribution by the Dutch participants</b>                    |                   |             |                     | <b>€ 95.720</b>  | <b>€ 284.040</b> | <b>€ 284.040</b> | <b>€ 663.800</b> |
| <b>Potential demand on funding by Learn4Work</b>                     |                   |             |                     | <b>€ 47.860</b>  | <b>€ 142.020</b> | <b>€ 142.020</b> | <b>€ 331.900</b> |
| <b>Total budget including Learn4Work potential demand on funding</b> |                   |             |                     | <b>€ 143.580</b> | <b>€ 426.060</b> | <b>€ 426.060</b> | <b>€ 995.700</b> |

*In kind Edukans Ex-change not taken into account, not applicable!*

*In kind Kenyan NGO's / KEP-LEC not taken into account, not applicable!*

| EXPENDITURES                                                               | unit costs | unit | total budget | 2009             | 2010             | 2011             | TOTAL            |
|----------------------------------------------------------------------------|------------|------|--------------|------------------|------------------|------------------|------------------|
| <b>Expenditures TVET Ex-change based on own contributions</b>              |            |      |              |                  |                  |                  |                  |
| Own costs taken by students (ticket, subsistence 3 months, etc.)           | € 1.500    | 42   | € 63.000     | € 21.000         | € 63.000         | € 63.000         | € 147.000        |
| Guidance by teachers 28 hours per student x € 65                           | € 1.820    | 42   | € 76.440     | € 25.480         | € 76.440         | € 76.440         | € 178.360        |
| Management coordination 80 hours a year per school x € 65                  | € 5.200    | 3    | € 15.600     | € 6.240          | € 15.600         | € 15.600         | € 37.440         |
| SASOL twinning, guidance and output for TVET Ex-change                     | € 2.000    | 28   | € 56.000     | € 20.000         | € 56.000         | € 56.000         | € 132.000        |
| Undugu twinning, guidance and output for TVET Ex-change                    | € 2.000    | 8    | € 16.000     | € 4.000          | € 16.000         | € 16.000         | € 36.000         |
| Nairobi twinning, guidance and output for TVET Ex-change                   | € 2.000    | 6    | € 12.000     | € 4.000          | € 12.000         | € 12.000         | € 28.000         |
|                                                                            |            |      |              | <b>€ 80.720</b>  | <b>€ 239.040</b> | <b>€ 239.040</b> | <b>€ 558.800</b> |
| <b>Expenditures TVET Ex-change to be funded by Learn4Work</b>              |            |      |              |                  |                  |                  |                  |
| Workshops Kenya for 3x3 Teachers NL x 16 hours x € 65                      | € 1.040    | 9    | € 9.360      | € 3.120          | € 9.360          | € 9.360          | € 21.840         |
| Workshops Kenya for 3x3 Teachers NL x ticket/subsistence 3 days            | € 1.500    | 9    | € 13.500     | € 4.500          | € 13.500         | € 13.500         | € 31.500         |
| Administrative coordination Edukans Ex-change 240 hours x € 40 / year      | € 9.600    | 1    | € 9.600      | € 3.840          | € 9.600          | € 9.600          | € 23.040         |
| Facilitation Dutch volunteer 7 workshops x 5 days incl. ticket/subsistence | € 2.500    | 7    | € 17.500     | € 2.500          | € 7.500          | € 7.500          | € 17.500         |
| <b>Total expenditures in the Netherlands funded by L4W</b>                 |            |      |              | <b>€ 13.960</b>  | <b>€ 39.960</b>  | <b>€ 39.960</b>  | <b>€ 93.880</b>  |
| Attendance workshops Kenya for 3 partner NGO's (allowance)                 | € 350      | 7    | € 2.450      | € 1.225          | € 9.800          | € 9.800          | € 20.825         |
| Attendance workshops Kenya for KE Teachers a.o. (allowance)                | € 350      | 7    | € 2.450      | € 1.225          | € 9.800          | € 9.800          | € 20.825         |
| Training costs for all Kenyan TVET Ex-change trainees                      | € 435      | 42   | € 18.270     | € 18.270         | € 43.840         | € 43.840         | € 105.950        |
| Linking and learning international meetings (2 per year)                   | € 4.000    | 2    | € 8.000      | € 4.000          | € 8.000          | € 8.000          | € 20.000         |
| <b>Total expenditures in Kenya funded by L4W</b>                           |            |      |              | <b>€ 24.720</b>  | <b>€ 71.440</b>  | <b>€ 71.440</b>  | <b>€ 167.600</b> |
| Coordination LEC Kenya TVET Ex-change on Kenya in general                  | € 660      | 12   | € 7.920      | € 3.960          | € 7.920          | € 7.920          | € 19.800         |
| Consultancy LEC Kenya on TVET Labour Market strategies/activities          | € 3.520    | 3    | € 10.560     | € 3.520          | € 7.040          | € 0              | € 10.560         |
| Consultancy LEC Kenya for 7 workshops in Kenya (1, 3 and 3)                | € 660      | 7    | € 4.620      | € 4.620          | € 13.860         | € 13.860         | € 32.340         |
| Costs for 7 workshops and other investments / materials                    | € 2.900    | 7    | € 20.300     | € 2.900          | € 16.180         | € 23.220         | € 42.300         |
| <b>Total expenditures in Kenya funded by Foreign Dept. Edukans</b>         |            |      |              | <b>€ 15.000</b>  | <b>€ 45.000</b>  | <b>€ 45.000</b>  | <b>€ 105.000</b> |
| <b>TOTAL EXPENDITURES Kenya and Netherlands</b>                            |            |      |              | <b>€ 134.400</b> | <b>€ 395.440</b> | <b>€ 395.440</b> | <b>€ 925.280</b> |



### ***Annex 3 CV of the project manager***

#### **1. PERSONAL INFORMATION**

Names: Hendrikus Adrianus (Henk) Haring  
Address: Vogelweide 10, 3815 HA Amersfoort, the Netherlands  
Phone: +31 (0) 624 36 90 71  
E-mail: heharing@gmail.com  
Date of birth: 1958, December 10  
Nationality: Dutch

#### **2. KEY QUALIFICATIONS / FIELDS OF EXPERTISE**

My key qualifications and fields of expertise, in my own opinion, consist of:

- Ability to meld concepts into plans and activities for sustainable productive partnerships
- Thorough knowledge and interests in human social economic development issues
- Strong drive in creating sustainable partnerships in development and education world wide
- Experience, networks and credits in vocational education, linking education with labour market
- Experience, networks and credits in development sector with the Ex-change program
- Expertise in project management, program management and general management
- Research and advice, analyses, scientific / practical / policy oriented reporting
- Good skills in networking, communication, inspiring, marketing and presentation

#### **3. WORK EXPERIENCE**

**2007 – 2009: Senior Account manager, Edukans Ex-change program, Edukans Foundation.**  
Since merger / take over by Edukans Foundation, responsible for partnerships, contracts and the program(s) of Edukans Ex-change, with partner organisations in the South, educational institutes, sponsors and funds in the Netherlands.

**2001 – 2006: Manager, Director (2001 – 2006), Foundation Ex-change: The profit of learning**  
Taking the initiative and building a program for Dutch students and educational institutes with involvement in development projects. Relations with institutes TVET, Higher and Academic education, partner NGO's Kenya, Ghana and Malawi, sponsors and funds, and the board (NUFFIC, IHE, HBO Raad, DHO, MBO Raad, COLO). Participation grew from 4 Dutch students in 2002 to 93 in 2006, with budget of Euro 500.000 in 2006, 2 employees.

**1985 – 2004: Researcher, project manager, head of department, KENTEQ Knowledge Centre for Vocational Education and Labour Market** in Mechanical Engineering Sector.  
Take care of research and advice in many sub sectors of Mechanical Engineering, for the attainment of TVET (apprenticeship, and education in schools) with the labour market and demands by companies and sectors. Taking care of relations with schools, companies, employer and union organisations, educational expertise centres. I did participate in a network of researchers from other TVET sectors. Between 1995 and 2000 responsible as contractor for a European Leonardo da Vinci program with partner organisations from 10 countries, in cooperation with CINOP. Since 1995 participating in a Dutch network of Coordinators Internationalization in TVET sector.

**1984 – 1985: Scientific researcher, University of Utrecht, Department of Geography**

#### 4. REGIONAL EXPERTISE

|                    |                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------|
| <b>Netherlands</b> | All regions, TVET labour market research<br>Between 1986 and 2000                              |
| <b>Europe</b>      | 10 countries, project manager for Market Scanner<br>(5 years EU project), between 1995 - 2000  |
| <b>USA</b>         | South West states / region, border zone Mexico<br>In 1981, four months for thesis University   |
| <b>Kenya</b>       | Kenya, Kitui district / Nairobi, program manager<br>Since 2002, two / three work visits yearly |
| <b>Ghana</b>       | Ghana, Volta district, program manager<br>2004 – 2006, 4 work visits                           |
| <b>Malawi</b>      | Malawi, Central Region, program manager<br>Since 2005, two work visits yearly                  |

#### 5. LANGUAGES

|                | <b>Speaking</b> | <b>Reading</b> | <b>Writing</b> |
|----------------|-----------------|----------------|----------------|
| <b>Dutch</b>   | Excellence      | Excellence     | Excellence     |
| <b>English</b> | Good            | Good           | Good           |
| <b>German</b>  | Fair            | Fair           | Poor           |
| <b>French</b>  | Fair            | Fair           | Poor           |
| <b>Spanish</b> | Poor            | Poor           | Poor           |

#### 6. EDUCATIONAL RECORD

|                    |                                                                                |
|--------------------|--------------------------------------------------------------------------------|
| <b>1971 - 1977</b> | Atheneum A (Secondary Education),<br>St. Stanislas College                     |
| <b>1977 - 1983</b> | Economic Geography (academic degree, Drs)<br>University of Utrecht             |
| <b>1987</b>        | Market Research and Marketing<br>NVvM (Dutch Organisation for Market Research) |
| <b>1993</b>        | Leidinggeven en persoonlijke ontwikkeling<br>SIBW, Utrecht                     |
| <b>2000</b>        | General Management Program (MBA)<br>Business School Netherlands, Buren         |