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SASOL FOUNDATION/EXCHANGE

LOGFRAME 2008-2010.

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INTRODUCTION

Since 2002 SASOL is involved in a partnership with a Dutch NGO Ex-change the profit of learning , in order to realise the construction of sand dams and related capacity building in the Kitui district.

Ex-change the profit of learning realises this by organizing and facilitating practical periods for teams of Dutch students and schools from secondary vocational level up to university level in all relevant disciplines.

The co-operation between SASOL and Ex-change has resulted in the first pilot project of building a sand dam in the Kitui district. As a result of this pilot project and the inventory of the needs in the Kitui district 5 follow-up projects were realised in 2003. For the year 2004 Ex-change planned about 10 projects in cooperation with SASOL.

Related to the strategic view of SASOL and the circumstances that the co-operation with Ex-change outgrows the stage of pilot projects made SASOL and Ex-change conclude that a programme log-frame should be developed.
This was done in June 2004.
The log-frame was developed for the period 2005-2010.

February 2007 the management staff of Sasol and the manager of Ex-change evaluated the projects they were involved in.
Simultaneously The log-frame was evaluated and readjusted for the years 2008 up to and including 2010.
They passed through the existing subjects of the log-frame and discussed the validity , considering the acquired knowledge and experiences,
The result of this exercise is a updated log-frame.

Herewith the part of the previous log-frame for the period 2008-2010 expires.

PROGRAMME DISCRIPTION

1. Programme duration

The chosen program period is from 2008 up to and including 2010. This period gives SASOL the opportunity of further expanding in capacity building. It gives Ex-change the opportunity of further consolidating and expanding the program in cooperation with SASOL.

2. The target population

The program log-frame divides the Kitui district in two regions.

(a) Kitui North. This region includes Kitui Centre (KC) and Yatta Plateau.
(b) Kitui South, including Mutomo district. The South region, divided in the so called Near South (NS) and the Extreme South (ES) where the construction of sand dams already started.

The population in Kitui North: number of people 420,000, number of households 80,200
The population in Kitui South: number of people 140,000, number of households 25,400

3. The program process.

Sasol and Ex-change make an agreement of the program, based on the log-frame.
Sasol makes a description of a project case related to the issues of the log-frame and sends the project case to Ex-change. The description is made in accordance with the existing (and eventuality adjusted) format.
Based on the project format student teams will be selected by Ex-change.
The students make a proposal in accordance with the proposal format. The proposal is a result of the demands of the educational institutes, Ex-change and Sasol.

The proposal is checked and sent by Ex-change to Sasol and will also be checked by Sasol.-
After the students arrival in Kenya they make a work plan in co-operation with Sasol.
Students make a progress report halfway of their stay in Kenya end send it to Ex-change.
A draft of final report is made by the students before they leave and checked by Sasol.
The final report is made when the students are back in The Netherlands and send to Ex-change, the educational institutes and Sasol.

4. The composition of the log-frame

The co-operation of SASOL with Ex-change covers two main subjects.

(a) Water supply
(b) Internal Sasol Capacity Building

(a) Water Supply

Water supply is sub divide in:-

Building sand dams
Water quality
Extraction and distribution.

(b) Internal Sasol Capacity Building, sub-divide in:

Food production
Marketing
ICT
Energy
Hygiene, Sanitation, Nutrition
Small Business Development
Vocational Education and Training

Educational and Social Infrastructure

Compared with the 2005-2010 version of the log-frame the subjects: Small Business Development, Vocational Education and Training and Educational and Social Infrastructure are assigned.

CONSIDERATIONS AND DECISIONS

Sasol and Ex-change will evaluate the program and projects two times a year. It is a internal evaluation.
An external evaluation will be done at the end of the year 2010.
Input for this external evaluation are also the final reports of the different projects.

Dams, funded by Ex-change and build together with students will be all situated in Kitui South.

Kitui Polytechnic is involved in the construction of (rope) pumps. With regards to this pumps constructing materials, collected by students in The Netherlands, had been handed over to the polytechnics.
To make relations clear when it comes to ownership of materials and equipment respectively the following decisions are made:
Students only have a direct relation with Ex-change. Their relation with SASOL is indirect via Ex-change.
Ex-change has a direct relation with SASOL.
SASOL has direct relations with communities, polytechnics and possible other partners.
This relations of Ex-change are also indirect via SASOL.
This means that materials and equipment, collected by students will be handed over to Ex-change. Ex-change will hand over materials and equipment, collected by Ex-change and the students, to SASOL.
SASOL decides which materials and equipment and at what time will be handed over to other participants.
STUDENTS CAN NOT HANDOVER MATERIALS/EQUIPMENT OTHER THAN TO EX-CHANGE.

SASOL serves an Information and Communication Center (ICC), related to SASOLS strategy in capacity building of communities in the Kitui North and South. Input is collected information, the output can be processed or unprocessed data.

Within the scope of extraction and distribution cooperation with the Kitui Polytechnics, related to the construction of (rope) pumps, already takes place.
Contrary to the decision made in 2004 not to enter a permanent relation with a Polytechnic, a relation will be entered with Mulangu Polytechnic in Kitui Center and Kyatune Polytechnic in Kitui South.

All relevant subjects of the log-frame can be performed in co-operation with Primary and Secondary Schools.

Capacity building will generate related activities and small companies will come into existence.
Stimulating and development of small enterprises is a strategic issue of the log-frame contrary to the 2004 version.
Training is part of most subjects of the log-frame.

Infrastructure is seen as an imported issue in increasing educational and social standards.
The structure of the Ex-change Sasol program restricts infrastructure to physical infrastructure.

Dissemination of best practices is obvious for all subjects of the log-frame.

Appendix A: Shows the complete log-frame.

Clarifying text at the log-frame subjects.

(1) Sand dams.

Ex-change does finance a number of dams not teams.
Student teams are related to the building of dams.
Number of sand dams:

	South	Yatta
2008	10	50
2009	10	50
2010	10	50

(2) Water quality.

- The standard of water quality of the WHO is the achievable standard.
- To achieve a sufficient view on the water quality sampling should take place four times a year during a period of at least five years.
- Sampling should take place in the periods February, April-May, August and October-November.
- Sampling and analysis in the periods April-May and October-November can be done by student teams. It should be done by Students and/or SASOL all over the year.

(3) Extraction and distribution.

- Extraction is defined as: winning and harvesting water.
- Distribution is defined as: how to get water at the wanted destination.
- The so called Kawongo pump, a well pump, will be tested till end 2008. By positive results it will be locally produced.

- The tredle pump, a irrigation pump, will be tested and if necessary according to the test results, modified.
- Testing takes place on the following subjects:
  Construction
  Maintenance
  Prototyping
  Economic exploitation
- In 2008 will be decided, given the test results, which pumps, where and which number of pumps will be placed.
- The involvement of Polytechnics in Kitui District in constructing pumps will be continued.

(4) Food production.

- Related to the log-frame food production means:
  Crops like maize, vegetables, fruit, trees
  Livestock, including bees.
- The kind of activities asks for students of higher agricultural education, possibly joined by students of the highest courses of secondary agricultural education.
- SASOL has the disposal of a suitable computer program, available to process the collected data.
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(5) Trade and Marketing.

- SASOL considers trade and marketing groups as functional groups of different types cultivating the same products. The groups are not seen as co-operations.
- Marketing data of Kitui Central (wet area) is already available. The collected data of the South (arid area) should be based on the method of the centre but can not be copied.
- Collecting data in the Extreme South will continued as a baseline survey.
- Sasol has the knowledge to inform and train communities.
- Desired are student teams with a background of crops as well as livestock.

(6) ICT

The Information and Communication Center: (ICC)
The Information Hub at Sasol as already installed will be transfert in a so called Information and Communication Center.
It contents a relevant library, knowledge base, relevant mapping and information of the different strategic issues as mentioned in this log-frame.
Sasol, students, Ex-change and communities will have access at the ICC

So called sub-ICC's can be arranged in schools as well as in Community Centers.
In 2007 12 secondary schools and one primary school are already equipped with computers.
The following levels of equipment are distinguished:

Level 0	no computers
Level 1	5 computers
Level 2	10 computers
Level 3	15 computers
Level 4	20 computers

In 2007:	18 schools level 0
	12 schools level 2
	3 polytechnics level 0

In 2010:	6 schools from level 2 till level 4
	12 schools from level 0 to level 1
	2 polytechnics from level 0 to level 4

So in 2010:	Level 0:	6 schools, 1 polytechnic
	Level 1:	12 schools
	Level 2:	6 schools
	Level 3:	no schools
	Level 4:	6 schools, 2 polytechnics

Sasol will develop criteria for ranking and selection of the schools.

- ICT student teams are defined as students with access to hard- and software.
- Input and processing of collected data by specialized teams, e.g. food production, marketing, belongs to the tasks of the specialists.
- It is desirable that ICT students are available at the time the specialized students are in Kitui.

(7) Energy.

- The different energy subjects are:
  - lightning
  - cooking
  - cooling

pumping
biomass
ICT

- For households energy for lightning and cooking establish highest priority.
- For institutions like schools, investigation of the possibilities for their own energy systems should take place.
- Investigation, prototyping, testing, training, dissemination should take place at two main subjects:
  Energy sources
    Solar energy
    Wood
    Electrical energy by generators
    How to apply human energy on a most economical way, e.g. by using proper equipment
- Wood is part of the energy need. Creating a “tree culture” is part of the capacity building.

(8) Hygiene, sanitation, nutrition.

- Collecting data of hygiene, sanitation and nutrition should be done by student teams, which will be led by Kenyan students. This is because Kenyan students has a better approach to the local people.
- The collected data about nutrition, both in the Extreme South and Yatta Plateau as well as in the Near South, should be transposed in to training materials by SASOL.
- SASOL will train representatives of the communities, elected by the communities. The trained representatives will train the people of the communities.
- Student teams will not be involved in the activities of health care institutions.

(9) Vocational Education and Training.

- Building relationship with 2 polytechnics, Mulangu in Kitui North (near Kitui town) and Kyatune in Kitui South. (still related to Sasol)
- Vocational facilities will be upgraded in terms of educational materials and training, including ICT.
- Communities should be involved in activities at the polytechnics.
- Polytechnics must become centers of knowledge (Centers of Excellence) for and within the communities.

(10) Development small business enterprise activities

- 6 so called sub-ICC's should be realized in 2010. This centers can be situated in Community Centers as well as schools.
- The ICC's will give service to the small enterprises.
- Students will collect relevant data as input for the ICC's
- Activities are directed at production as well as trade and marketing enterprises. (See also trade and marketing)

(11) Physical Infrastructure

- Building of public roads are excluded from the program
- Collecting data for design and physical use has a high priority.
- Infrastructure for community centers and ICC's is part of this program.
- Construction innovation and techniques should be developed.

Appendix A: Log-frame SASOL Ex-change 2008-2010

	Objectives	Outcomes	Activities	Indicators	Verification	Conditions
1a. Sand dam						
SASOL	**To make access to water for 75000 people in 2010**	**75 % corresponding to 55000 people serviced with water in 2010**	**To construct 150 sand dams in Kitui South and Yatta Plateau**	**30 dams constructed in South and 150 in Yatta Plateau**	**Annual operations report Annual technical report Annual financial report Technical report per dam**	**Community participation Students Funding**
EX-CHANGE	**To make access to water for 20000 people in 2010 in Kitui South**	**75% corresponding to 15000 people serviced with water in 2010**	**Funding and/or building with student teams of 30 dams in the Muda/Kansiko area**	**2008 10 dams 2009 10 dams 2010 10 dams**	**Annual financial and technical report by Sasol January next year Yearly internal evaluation report**	**Funding Students Internal capacity of Sasol**
1b. water management						
SASOL	**Sustainable water supply**	**Sustained water supply for communities**	**Study and survey to improve sustainability by interventions and evaluation of environmental impacts**	**Case study finished for one catchment of approximate 10 sand storage dams in 2010**	**Annual report**	**Funding Students**
EX-CHANGE			**One team a year**		**Students reports**	**Tudents Funding**
2. Water Quality						
SASOL	**Characterisation and improvement of water**	**Increased health of people**	**Set up specific water quality purification system Collect data by mobile**	**2008-2010: Collected data for Sasol's cascade technology. Set up**	**Quarterly report**	**Students Funding**

	quality		**kits and lab analyses Training Case study of 1 catchment**	**purification system. Finished case study. Trained catchment community**		
EX-CHANGE			**3 teams a year**		**Student reports**	**Students Funding**

	Objectives	**Outcomes**	**Activities**	**Indicators**	**Verification**	**Conditions**
3. Extraction and distribution						
SASOL	**Safe, efficient and convenient means of extraction and distribution**	**Maintained secure water sources and distribution process**	**Development of appropriate extraction and distribution systems e.g. cuts, bucket drips, pumps, irrigate systems**	**2008-2010 Modificated tested and implementated distribution systems**	**Episodic observation and measurements**	**Working systems Willingness of Kitui Polytechnics**
EX-CHANGE			**2 teams a year mechanical and irrigation engineers**			**Students Funding**
4. Small business development/trade and marketing						
SASOL	**Enable communi-ties to exploit local resources for business activities and get access to markets for all possible products**	**Improved business activities Efficient and effect-tive business for profitability**	**Collect and offer product data for communities for the benefit of production and trading Training in business development Mobilise and organise functional groups**	**2008-2010 build up longitudinal data. Organised functional groups. Trained functional groups in business**	**Continuous market data**	**Collector and analyst of generalised data**

				development.		
EX-CHANGE			**Collecting data by trade and marketing teams**			**Students** **Funding**
5. ICT						
SASOL	**Develop access to ICT for communities and institutions in Kitui**	**Improved and increased access to ICT of schools and market centres**	**2008 Sasol ICC** **2 schools upgrading to ICC** **2 schools to level 4** **6 schools to level 1** **2 polytechnics to level 4**	**2008: SASOL ICC ready, 2 schools level 3, 3 level 1** **2009: 2 schools level 4, 2 level 3, 3 level 1** **2010: 2 schools ICC, 2 level 4**	**Plan of approach** **Annual progress report**	**Funding** **Students**
EX-CHANGE			**Supply equipment** **3 ICT development teams a year**			**Students** **Funding**

	Objectives	**Outcomes**	**Activities**	**Indicators**	**Verification**	**Conditions**
6. Energy						

SASOL	**Improve the quality of life for communities by improving energy use**	**Kitui communities make appropriate use of energy sources and equipment**	**Collect information on community energy needs Identify relevant systems and technology to provide the energy needs Prototype, test, train and disseminate energy systems**	**2008-2010: Collected energy needs of households Identified relevant systems Developed useful energy systems 2008 start tree nursery**	**Annual report**	**Effective trials Testing**
EX-CHANGE			**1 energy team a year**		**Student reports**	**Students Funding**
7. Hygiene, sanitation, nutrition						
SASOL	**Communities adopt to essential practices in hygiene, sanitation and nutrition**	**Better health Reduce disease incidents**	**Collecting relevant data Develop hygiene, sanitation and nutrition materials**	**2008-2010: Collected relevant data. Transferred nutrition data in training materials Pre-tested and revised curriculum, trained representatives of communities**	**Training report Testing nutrition materials**	**Community interest and participation Funding**
EX-CHANGE			**Teams for hygiene, sanitation and nutrition**			**Students Funding**
8. Vocational education and training						

SASOL	**Empowering communities to embrace innovations and social systems**	**Improved skills and knowledge available for income generation**	**Build a relationship with polytechnics Support vocational facilities and innovation Training**	**2008: strong relationship with 2 polytechnics 2010: 2 polytechnics as centre of excellence**	**Plan of approach Annual report**	**Co-operation of polytechnics Funding**
EX-CHANGE			**Materials, knowledge, trainin**			**Funding**

	Objectives	**Outcomes**	**Activities**	**Indicators**	**Verification**	**Conditions**
9. Physical infrastructure						
SASOL	**Improve the physical infrastructure for The sake of education and capacity building**	**Improved infrastructure including design, materials, construc- tion techniques, building innovation**	**3 multi purpose community buildings 3 school improvement programs Collect relevant data Prototyping materials and buildings**	**Constructed one multi purpose community building a year. Started one school improvement program a year**	**Progress and completion reports**	**Design Relevant technicians**
EX-CHANGE			**2 student teams a year one for preparation, one for construction Sponsor involvement**			**Students Funding**

The school improvement program.

Kitui, July 2007.

Within the framework of the log-frame 2008-2010 four schools were visited, two secondary schools and two polytechnics.

The two secondary schools:

- St Lukes Secondary School (Yatta)
- AIC Sombe Girls Secondary School

The two polytechnics:

- Mulango Youth Polytechnics (near Kitui town)
- Kyatune Youth Polytechnics (in South Kitui)

The secondary schools.

The two secondary schools are selected to become an Information and Communication Centre in 2010 as part of the issue ICT.
Both schools are already involved in the SASOL/Ex-change program.
The schools were visited separate by SASOL and Ex-change to discuss with board and management the intention to upgrade them to an Information and Communication Centre.
Both schools were very positive about the proposition.
The appointment was made that the schools will produce a discussion paper at the latest October 15th 2007. In this discussion paper the school will describe the view, wishes, opportunities and challenges to become and be an Information and Communication Centre and their role in relation to the communities.
This paper should be sent to SASOL and SASOL will send it to Ex-change.
SASOL and Ex-change will discuss the propositions with the schools at the end of October, early November 2007.
Depending of the results of this discussion SASOL and Ex-change have to come to the decision to upgrade the schools to an ICC or not. If the decision is positive how to continue the program should be discussed.

The polytechnics.

Vocational education and training is a strategic issue of the SASOL/Ex-change log-frame 2008-2010.

SASOL has selected the two mentioned polytechnics to investigate if these two can be qualified to be involved in the school improvement program in relation to this log-frame.
Polytechnics in Kenya come under the Ministry of Youth Affairs.
The Ministry of Youth Affairs has started a improvement program for Polytechnics.
The Ministry has selected 17 polytechnics all over the country to be involved in this program.
Kyatune polytechnics is one of these schools.

Both polytechnics were visited separate by SASOL and Ex-change and the possibility to be involved in the school improvement projects was discussed with board and management of the schools.

At the end of the discussion with Mulango polytechnics, the board concluded that being involved in the improvement project should be very desirable to improve the quality of the vocational education. Specially because polytechnics are often seen by the public as a school for dropouts and unsuccesfull students of other schools. Improvement of quality increases the opportunities for the students at the labour market and can break the negative image.

At the end of the discussion with the board of Kyatune polytechnic the conclusion of the board was that being involved in the school improvement project of SASOL/Ex-change is very desirable.
Despite the case the school is involved in the Governmental program.

Appointed is that both polytechnics will think over their strategic positions and produce a discussion paper including their views, wishes, opportunities and challenges for the future. They will send this papers to SASOL at least October 15th 2007.
Sasol will send the paper to Ex-change.
SASOL and Ex-change will discuss the propositions with the schools at the end of October, early November 2007.
Depending on the results of this discussions SASOL and Ex-change has to come to the decision if the schools will be involved in the improvement project. And, if the decision is positive, how to continue.

Data ofMulango Youth Polytechnic:

Students:

Number of students (july 2007)	102
Age of students:	mostly between 16 and 18
Place of residence	mostly outside Kitui town
Gender	57 boys and 43 girls
Boarding	mostly boarders
Background of parents	agricultural

Education:

Formal courses:	metal work
	carpentry

	masonary
	tailering and dressmaking
Level of courses	grade 3 (most)
	Artisanat (limited)
Duration of courses	two years
Classes per cours	two, first and second
Periods of courses	January – December
Examine period	November – December

Board:

Number of board members	15
Executive committee	yes
Qualification	chosen for their abilities
Parents representatives	5
Members ex-official:	principal (secretary)
	districts Commisionar
	area Councillor
	training officer

(Remark: A new rule says that board members should have at least a education level of form 4).

Employees:

Number of teachers:	9 (incl principal)
Number of full time equivalents	5
Student/teacher ratio	20/1

Accomodation and equipment:

Number of classrooms:	?
Number of dormitories:	?
Compound surface:	7 acres
Owner of the land:	Governmental Trustee

The school has to make compleet overview of buildings.
The reqired equipment related to the curriculum is not present. The little equipment is in a bad condition.

Finances: (KSh)

Incomes: (budget 2007)	2,120,000.-

(abt 30 % Governmental, 60 % school fees and 10 % other incomes)
Expenditures (budget 2007): 2,120,000.-
The school is free from debts but has no financial reserves.

School performances:

Grade 3:

	2004	**2004**	**2005**	**2005**	**2006**	**2006**
	passed	**failed**	**passed**	**failed**	**passed**	**failed**
carpentry	6	5	6	2	11	-
arc welding	3	-	5	-	9	-
tailoring	15	1	13	6	17	4
Dress making	16	-	16	3	16	5
	47	6	42	11	61	10

Kyatune Polytechnics.

Number of students (july 2007) 95
Age of students: mostly between 16 and 20
Place of residence mostly Kyatune sublocations
Gender 64 boys and 31 girls
Boarding 75 boarders
Background of parents agricultural

Education:
Formal courses: metal work
carpentry
masonary
tailering and dressmaking
Level of courses grade 3 (most)
Duration of courses two years
Classes per cours two, first and second
Periods of courses January – December
Examine period November - December

Board:

Number of board members	15
Executive committee	yes
Qualification	chosen for their abilities
Parents representatives	3
Members ex-official:	principal (secretary)
	MP
	area Councillor

(Remark: A new rule says that the board becomes a School Management Commiittee, members should have at least a education level of form 4).

Employees:

Number of teachers:	7 (incl principal)
Student/teacher ratio	14/1

Accomodation:

Number of classrooms:	?
Number of dormitories:	?
Compound surface:	?
Owner of the land:	Governmental Trustee

No plan of buildings does exist.
A new classroom block is under construction onbehalf of the governmental school improvement project.

The required equipment is not present and the little equipment which is there is very poor. The school has made a new list of required equipment and sent it to the Ministry.

Finances: (KSh)

Incomes (budget 2007)	1,133,000.-
Expenditures (budget 2007)	1,132,000.-
School fee boarder	15,000.-
School fee day scholar	13,000.-

The school is debt free.

Performance:

	2003	2003	2004	2004	2005	2005
	passed	**failed**	**passed**	**failed**	**passed**	**failed**
Masonary	5	-	4	-	6	-
Carpentry	3	-	8	02	5	-
Tailoring	20	1	16	-	10	-
Dress making	15	6	16	-	9	-
Metal	8	-				
Arc welding			10	1	11	-
General fitting			10	1	2	5